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Cedar Crest College *for* Women




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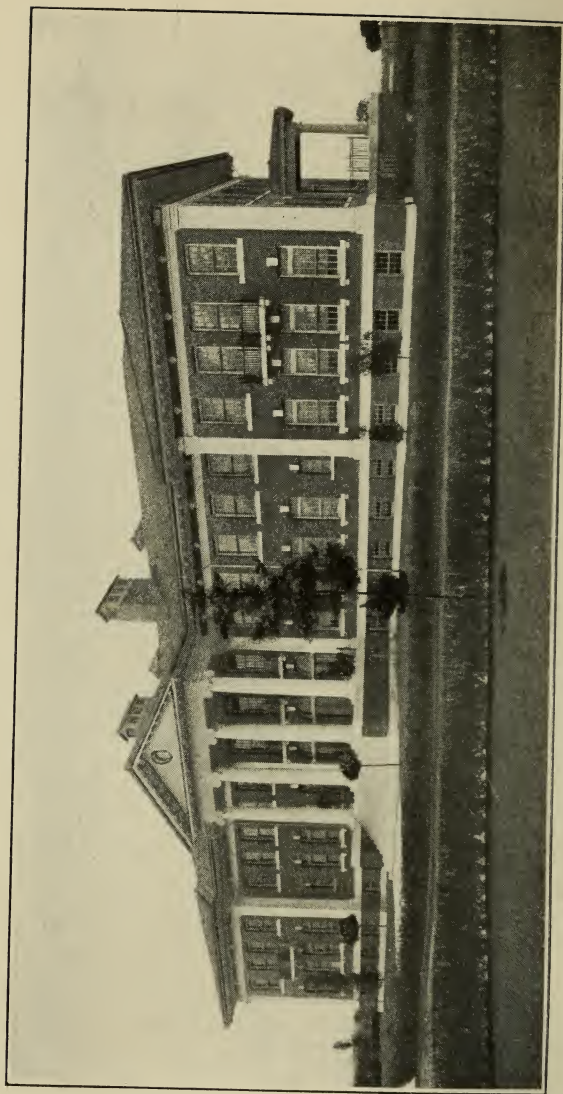
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1920 - 21

ALLENTOWN, PENNSYLVANIA



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ADMINISTRATION BUILDING

Cedar Crest College *for* Women



1920-1921

ALLENTOWN, PENNSYLVANIA

ALMA MATER

FAR OUT ON CEDAR CREST
STATELY AND TALL,
STANDS OUR FAIR COLLEGE
DEAREST OF ALL.
SHE NE'ER WILL FAIL US;
SHE'S STOOD EVERY TEST;
SHE'S OUR ALMA MATER,
WE PLEDGE HER OUR BEST.
SHE'S OUR ALMA MATER,
WE PLEDGE HER OUR BEST.

COLLEGE CALENDAR

1920-21

- SEPTEMBER 22 . . . 10 A.M., Opening Exercises.
- SEPTEMBER 24 . . . Reception by Y. W. C. A.
- DECEMBER 10 . . . Dramatic Club Night.
- DECEMBER 17 . . . Annual Christmas Party.
- DECEMBER 22 . . . Noon. Beginning of Christmas Vacation.
- JANUARY 5 . . . 8.30 A.M. Close of Christmas Vacation.
- JANUARY 14 . . . Glee Club's Opening Concert.
- JANUARY 24-28 . . . Midyear Examinations.
- JANUARY 28 . . . Midwinter Dance.
- JANUARY 31 . . . Beginning of Second Semester.
- MARCH 23 . . . Noon to March 29 at 8.30 A.M., Easter Recess.
- MAY 6 Dramatic Club's Outdoor Play.
- MAY 13-27 Graduate and Undergraduate Recitals in Voice and Piano.
- MAY 23-27 Second Semester Examinations.
- MAY 29 4 P.M., Baccalaureate Sermon.
- JUNE 1 Class Reunions.
- JUNE 1 8 P.M., Class Day Exercises.
- JUNE 2 10 A.M., Commencement Exercises of Class of 1921.

The Aim of Our Work in the Field of Education Is Twofold

IN THE first place, we look upon ourselves as the chosen husbandmen of God. Consequently, the students who are committed to our care become an unusually sacred trust. We prepare the soil; we sow the seed; we cultivate the young plant in its various stages preparatory to fruitage; and, at the same time, we create an atmosphere, and maintain its wholesomeness, in which the plant is given every possible opportunity to develop along its native lines. In this field the cultural subjects in art, literature, history, and the sciences are of primary and essential importance.

In the second place, the day in which we are living and the age into which we send our graduates demand a technical training of the body, the hand, the mind, and the heart. Such training must have in view some specific field of professional or vocational activity as a life-work. Accordingly, inspiration and zeal for service to humanity must be supplemented and complemented with special training along definite lines—hence the vocational subjects which are intended to quicken the native and acquired ability of the student and give her a reasonable assurance of efficiency.

Past Prestige—Present Achievement

THE CHARTER of the college was granted in 1868. The graduates of previous years form a body of loyal alumnæ who cherish the traditions of the college and add to its prestige in their home communities.

The entering pupil is interested, however, in the spirit and opportunities of the present. Five years ago the college moved from a city location to the present suburban site. Housed in splendid new buildings, the institution, under the presidency of Dr. Curtis, has been modernized in every particular. The students reside in most commodious dormitories; they find healthful recreation in the open-air and gymnastic sports, in club and social activities; they receive inspiration and guidance from close association with able instructors; they become fired with the invigorating Cedar Crest spirit; and, above all, in the classrooms and laboratories, they find instruction, the chief and only aim of which is to fit them for efficient, worthy twentieth-century living.

The Men Behind the College

ONE IS often able to judge the character of a college by the character and rank of the men who control its policy. Cedar Crest College, although unsectarian in its administration, is owned and controlled by the Reformed Church in the United States. Of the twenty-four men elected to govern and direct the college, six are prominent clergymen and eighteen are well-known, substantially rated business men and attorneys, whose sound, progressive business reputation is equaled only by their devotion to the higher education of young women in America.

THE BOARD OF TRUSTEES

THE HONORABLE WEBSTER GRIM, *President*

Attorney-at-Law and Pennsylvania State Senator, Doylestown, Pa.

HARRY J. LERCH, *Vice-President*

Partner in Mauser Mill Co. and Vice-President of Citizens Trust Company, Allentown, Pa.

THE REVEREND FRANKLIN H. MOYER, *Secretary*

Superintendent of Phæbe Deaconess Home, Allentown, Pa.

JACOB W. GRIM, *Treasurer*

Vice-President of Allentown Trust Co., Allentown, Pa.

THE REVEREND W. F. MORE, D.D.

Superintendent of Bethany Orphans' Home, Womelsdorf, Pa.

THE REVEREND SIMON SIPPLE

Pastor of Zion Reformed Church, Allentown, Pa.

REUBEN J. BUTZ, ESQ.

Attorney-at-Law and President of Allentown National Bank, Allentown, Pa.



BOARD OF TRUSTEES, continued

EDWARD H. RENNINGER, ESQ.

Attorney-at-Law and Secretary and Treasurer of Lehigh Valley Trust Co., Allentown, Pa.

THE REVEREND C. B. SCHNEDER, D.D.

Pastor of St. John's Reformed Church, Shamokin, Pa.

GEORGE M. LUTZ, ESQ.

Attorney-at-Law and Partner in Cedar Brook Land Co., Allentown, Pa.

THE REVEREND J. G. RUPP

Field Secretary of Board of Foreign Missions and Director of Allen Trust Co. of Northampton, Allentown, Pa.

N. A. HAAS

Treasurer of Haas-Berger Co. and Vice-President of Penn Counties Trust Co., Allentown, Pa.

N. M. BALLIET, ESQ.

Attorney-at-Law, Lehighton, Pa.

THE REVEREND THOMAS W. DICKERT

Pastor of St. Stephen's Reformed Church, Reading, Pa.

EDWARD M. YOUNG

President of Lehigh Valley Trust Co. and Vice-President of Lehigh Portland Cement Co., Allentown, Pa.

JAMES HARTZELL

Partner in F. D. Hartzell Sons and Banker, Chalfont, Pa.

G. J. P. RAUB

District Manager of Northwestern Mutual Life Insurance Company, Quarryville, Pa.

ELMER E. HEIMBACH

Manager of Hotel Allen, Allentown, Pa.



Cedar Crest

BOARD OF TRUSTEES, continued

EDWIN C. THOMPSON

Vice-President of J. Horace McFarland Co. and President of Citizens Bank, Harrisburg, Pa.

HARRY A. GRAMMES

Partner in L. F. Grammes & Sons and Director of Citizens Trust Company, Allentown, Pa.

E. J. TITLOW

Wholesale and Retail Merchant and Banker, Reading, Pa.

DR. A. H. BALLIET

Manufacturer and President of Lehigh County Agricultural Society, Allentown, Pa.

FRED B. GERNERD, ESQ.

Ex-District Attorney, Allentown, Pa.

THE HONORABLE C. O. HUNSICKER

Ex-Mayor and Attorney-at-Law, Allentown, Pa.

The Spirit of the Courses

"An educated person is one who refuses to view the world from the spire of his own parish church."—VOLTAIRE.



THE CEDAR CREST student is one who is preparing for the broader field of a modern woman's activities. She is content neither with a dilettante's knowledge of fashionable graces, nor with a scholastic browsing in the classics. Besides a strong and graceful body, she covets a knowledge and ability that will enable her to play some particular, important rôle in the great drama of life. The college instructors, studying her individual talents and weaknesses, guide her in her work. At the same time they stimulate her to acquire a broad, modern, American culture as a sure foundation for all twentieth-century living.

From the variety of college courses, the student is able to choose those in which her particular talents lie. Piano, Voice, Expression, Fine Arts, Household Arts, or some particular group of academic subjects for teaching may attract her and lead to her specialization. The course in Secretarial Science appeals particularly to the girl who wishes to enter the world of big business with a sound knowledge of business practice and with a specialized skill in secretarial technique.

For each of these lines of study the college offers a four-year course leading to its appropriate degree. The student who can spend only two years in college work is granted, at the end of her shorter course, a certificate for the work covered.

A detailed description of these courses is to be found on pages 29 to 92.



Cedar Crest

Secretarial Science—an Expression of the Modern

In harmony with its purpose to encourage collegiate education for young women that will prepare them for a specific place in the world's affairs, the Board of Trustees early in 1919 established a Department of Secretarial Science. This department offers to the alert, ambitious young woman of today an opportunity to train herself for the better business positions that are constantly demanding well-educated and thoroughly competent young women.

The four-year course leads to the degree of Bachelor of Secretarial Science and gives a young woman such a broad education, such an extensive understanding of the fundamental business principles and practices, and such a thorough training in secretarial technique that she is prepared to assume an executive position of great responsibility and high remuneration.

The two-year certificate course aims to prepare the student to fill, with credit to herself and the institution, real private secretaryships to men of big affairs.

SUBURBAN SITE

The student at Cedar Crest is not concerned with the oft-heard controversy concerning the relative merits of the city and the country college. She finds in her college the advantages of both. Cedar Crest, a mile from the edge of the city itself, lies on the borderland between suburban homes and prosperous farms. Here Nature's gifts—clear air, pure water, and glorious views—abound. The silhouette of the city buildings is seen against the eastern sky, while Cedar Bluff, crowned with its artistic homes, stands out to the north and the Lehigh Mountains to the far south.



Cedar Crest

The exclusiveness offered by such natural advantages fosters not only a steadfast application to college work, but also the development of a distinctive college spirit and the intimate friendships with college mates from distant cities.

CITY ADVANTAGES

The wide-awake student, however, wants to feel the pulse of life—city life. She wishes to take advantage of the city's musical and literary opportunities, she wishes to come into contact with the city's religious and philanthropic movements, she wishes to combine with her theoretical study of economics, sociology, and business, the practical knowledge which comes from contact with the city's big business, the city's government and courts, the city's social problems.

In Allentown—a fifteen-minute trolley ride from the campus—the student finds a city of 100,000 population. "The Queen City of the Lehigh Valley" is known far and wide for its teeming industries, its progressive civic spirit, and its musical and literary offerings. Four railroads, the Lehigh Valley, the Philadelphia & Reading, the Central Railroad of New Jersey, the Lehigh & New England, keep it in touch with the stream of world's commerce and thought. Philadelphia and New York, each less than a three-hours' ride distant, contribute to the progressive character of the city. Three well-known men's colleges, within a seventeen-mile radius, add to its academic atmosphere.

The social, religious, and business life of the city coöperate with the college in all its activities. The weekly addresses by prominent business men to the secretarial students, the courtesies shown the students on inspection tours of the city's factories and testing laboratories, the liberal space in the five daily papers



allotted to student correspondents of college events, the group attendance at musical events or the theatre's best offerings—all illustrate the kind of urban activity which the Cedar Crest student delights in and profits by.

CAMPUS AND EQUIPMENT

The campus of fifty-three acres extends from Cedar Creek, with its well-known natural beauty, on the north, to the state highway to Reading and Pottsville on the south. The plateau on which the buildings stand rises one hundred and twenty-five feet above the surrounding country and affords that variety of terrain which adapts itself admirably to courts and fields for tennis, soccer and basketball, to open-air theatres, and, in winter, to all the winter sports.

The Administration Hall, in the center of the group of buildings, is architecturally of the Greek classic design, modified into the colonial with a touch of the warmth and hospitality of the Southern Italian. It is built of golden buff tapestry brick, with white Vermont marble trimmings, and has a red tile roof. The interior woodwork is natural oak. The corridor floors are tile and terrazzo. The classrooms, reading-rooms, and reference halls, modern in arrangement and equipment, afford ample opportunity for all academic activities.

The original plan provided for a number of small dormitories, each accommodating from thirty to forty students. After one dormitory had been built, the world war halted the construction. The increased demand for admission has led the trustees to provide a larger dormitory, to accommodate approximately one hundred and twenty pupils. This larger dormitory will carry out the group idea by means of partially



separated wings and halls. It is expected that this new building will be ready for occupancy in the autumn of 1920.

THE NEW DORMITORY

The external architectural lines of this building are in harmony with the present buildings. The walls are built with the golden buff tapestry brick, in the rough texture, with wide raked-out joints. The roof, with wide projection, is of red tile with a heavy roll. The building is so planned as to lift its basement above the ground-line of the campus, making virtually a three-story building.

On the first floor, in addition to a certain number of rooms, there will be the reception rooms, parlors, and offices, with an extension leading into a dining-room to accommodate two hundred and fifty. The second floor is devoted exclusively to dormitory purposes, with ample lavatory facilities. A majority of the rooms will be on the suite plan—a common study and two private bedrooms, with ample closet facilities for two girls. There will also be a certain number of single and double rooms to accommodate the students who may have such preference. An especially attractive feature will be a large, open hall in the basement, devoted exclusively to wholesome and diverse recreational purposes. The entire building will be modern, sectionally fireproof in construction, ample and comfortable as to equipment, and will afford unusual facilities for the home-life of the students.

ALUMNAE HALL

In October, 1919, the Alumnæ Association broke ground for an Alumnæ Hall, which is to stand to the southeast of the Administration Hall. This building



will provide an auditorium to seat more than six hundred people, additional practice-rooms and studios for the Music Department, a banquet hall, and a swimming-pool.

LIBRARY AND REFERENCE FACILITIES

The Library contains four thousand, five hundred volumes, accessible to the students at all times. In the reading-room, the forty current periodicals and magazines cover, not only the fields of literature and current events, but the special departments of music, art, household economics, expression and business as well. Each college department has its special library of reference books. An especially valuable collection of modern business books is used by the Secretarial students.

LIFE IN THE DORMITORY

The girl about to leave home for college looks eagerly forward to the acquaintance and companionship of girls from other cities. Those who have watched the yearly gathering of students—the introductions, the new friendships, and the growth of permanent comradeships—realize that in this very process lies one of the most potent factors in the development of personality and character. Cedar Crest dormitory life and social activities are planned to foster this enjoyable and profitable phase of college life.

A suite of three rooms for two girls—a common study and a bedroom for each girl—is the aim of the dormitory accommodations. Occasionally, single rooms or suites of two rooms are provided. All rooms have hardwood floors, steam heat, and electric lights; they are well furnished, and have ample window-space. The three-room-suite plan allows each student the coveted privacy,



Cedar Crest



while, at the same time, it fosters the warm friendships that grow through the companionship of roommates.

"Good manners are fragrance on the atmosphere of femininity."

It is a tradition at Cedar Crest that students shall observe the courtesies and amenities that make social intercourse helpful and pleasant. As much as possible the students are placed on their own responsibility and under regulations of their own making. At the same time, the entire dormitory life is under such faculty oversight that parents feel that every safeguard is thrown about their daughters.

HEALTH AND RECREATION

A graceful and healthy body is the first concern of young womanhood. The fine air, the pure water, and the modern, sanitary buildings of Cedar Crest are a guaranty of the most favorable health conditions. The new dormitory provides an infirmary where any illness is immediately treated.

The Cedar Crest students believe that physical development can best be gained through voluntary recreation and out-of-door sports—tennis, hockey, basketball, soccer, and hikes in the country. Supervised gymnastics, however,—systematic training for general physical development and remedial exercises under competent faculty supervision,—are required of all students.

SOCIAL LIFE

A Midwinter Dance, the Junior Prom, and the class parties, in addition to the usual commencement festivities, provide a few formal functions for the social calendar. Yet every week-end finds the girls participat-



ing in some sort of informal party, large or small, either with or without invited guests.

The activities of the various clubs fill a prominent place in the college life. These organizations, promoted by the students themselves, under faculty guidance, aid in the developing of latent talents, in the stimulating of interest in the various branches of study, and in the awakening of initiative and leadership.

DRAMATIC CLUB

No club is more thoroughly enjoyed by all the students at Cedar Crest than the Dramatic Club. The activities of this club give suitable opportunity for the expression of that natural dramatic instinct which every girl possesses and enjoys.

The club, open to all students of the college whatever their department, produces each year several plays under the direction of the Head of the Expression Department. Each girl is given opportunity to plan the scenery, design the costumes, and provide the properties for a play. This cultivates the student's sense of color, line, and mass, and develops in her a keen appreciation of the more subtle, technical features of stage productions.

While occasionally selecting one of the best classical dramas for their production, the students carefully canvass the field of modern drama to keep in touch with the latest development in the art theatre.

The 1919-20 productions included:

A Fantasy, *The Pierrot of the Minute*, by Ernest Dowson.

A Farce, *Food*, by William C. DeMille.

A Pantomime, *The Seven Gifts*, by Stuart Walker.



PRESIDENT WILLIAM F. CURTIS, LITT.D.



Cedar Crest

THE COLLEGE ANNUAL

The girls with literary and artistic ability are elected by the student body to the staff of the college annual. This publication contains a full pictorial and descriptive account of the year's activities. It abounds in cartoons, jokes, and stories of college events. The honor of being elected to the annual staff is greatly coveted. The books themselves are prized by the undergraduate as permanent souvenirs of the college year.

STUDENT GOVERNMENT

The president and his associates have placed much of the government of student affairs into the hands of the college students themselves. At the first mass meeting of students after the opening of college in the autumn, the Student Government Association is organized. From among the upper-class girls who have shown special talents of leadership, the officers of the association are elected. The students also elect three faculty advisers to guide them in formulating the regulations and supervising their enforcement. To be elected to an office in the Student Government Association is indicative of the esteem of the student body and is considered an honor.

Y. W. C. A.

The organized religious life of the students largely centers about the Young Women's Christian Association of Cedar Crest, which is affiliated with the national organization. The Association holds its weekly meetings at the Wednesday morning chapel service. It has as its greatest aim character building and the development of Christian womanhood. This is accomplished through the devotion of a life to the fulfilment of the threefold purpose of the Association:



1. To lead students to faith in God through Jesus Christ, and to lead them into membership and service in the Christian Church.

2. To promote their growth in prayer, in Christian faith and character, especially through the study of the Bible.

3. To influence them to devote themselves in united efforts to make the will of Christ effective in human society and to extend the kingdom of God throughout the world.

Through the Young Women's Christian Association, the students of Cedar Crest are brought into contact with the students of the world, thus forming a bond of common interest and sympathy. In January, 1920, the Cedar Crest delegates sat among representatives of one thousand colleges of America at the International Student Volunteer Convention at Des Moines, Iowa.

LE CERCLE FRANÇAIS

The students in the French Department have enjoyed, for some years, a club known as "Le Cercle Francais." Regular formal and informal meetings are held at which the members render programs entirely in French for the enjoyment of their friends. The programs consist of plays, comedies, songs, poems, and readings in French. Thus the students come more and more to appreciate the living qualities of the language.

Occasionally, at the informal meetings, where the club members only are present, French games are played, or teas and luncheons are given with all the conversation in French.

Several times each year, men of prominence—occasionally professors from some other college or university—address the club on various phases of French life and customs.



Cedar Crest

THE LATIN CLUB

The Latin Club was organized in order that the Latin students might have an opportunity to learn some of the interesting things about the Romans of long ago. There is not sufficient time in the classroom for the students to find out all they wish to know about the Roman girls of ages past, their home life, their games and holidays, their beautiful city, their gods and goddesses, and their heroes, so the club is used to supplement the class work. One of the most interesting features of the club is the annual trip to New York, where some of the wonders of the ancient world are viewed, and many of the wonders of the modern world are much enjoyed.

THE ATHLETIC ASSOCIATION

All the college athletics are under the control of the Athletic Association. The officers of this organization are elected annually by the students. Usually, girls of special athletic ability are elected to positions of leadership. They captain the teams and arrange the details of the contests, with the guidance and coaching of the Physical Director.

THE GLEE CLUB

The Cedar Crest Glee Club has become well known throughout eastern Pennsylvania for the excellent quality of its concerts. The annual recital at the college and the trips to neighboring towns and cities constitute the annual goal of the club.

The student body each year abounds in musical talent. All students with any musical ability, whatever their course, are welcomed to the Glee Club, which, under the direction of an instructor of the Music



Department, gives an excellent opportunity for chorus and solo work.

THE MUSIC CLUB

The Music Club seeks to bring together in one active organization all of those who are interested in good music, whether instrumental or vocal.

The students themselves take the initiative in preparing the programs and directing the work of the club, with the instructors of the Music Department acting only as advisers.

At the monthly social gathering of the club, interesting programs are rendered by the students. The principal aims of the club are to encourage vocal and instrumental recitals by the students themselves and to bring prominent metropolitan artists to the college.

The club members not only seek to promote the welfare of music in the college, but feel that they themselves are among the women who are working today for the appreciation of music in the world at large.

RELIGIOUS LIFE

Although the college work is not sectarian in any sense, distinctly Christian influences abound. Sunday is set apart for rest and worship. Regular attendance each Sunday morning is required at some church selected by the parents and student, in accordance with the home associations. Most students identify themselves with a church of their own denomination while in the city, by regular participation in the various church services.

A brief chapel service, largely musical, is led each day by the president or some member of the faculty. Regular attendance at these services is expected.

The Young Women's Christian Association of the



college gives opportunity for the development of religious leadership and for the expression of the religious life of the students. By means of collaboration of this organization with the Associated Charities of the city, much philanthropic work is accomplished by the students.

CEDAR CREST SPIRIT

The real distinctive spirit of a college is sometimes so intangible that it baffles adequate description. College enthusiasm at athletic contests, display of college colors and pennants, standing for the singing of Alma Mater and the like—these are only the outward manifestations of the real spirit that moves the girls at Cedar Crest.

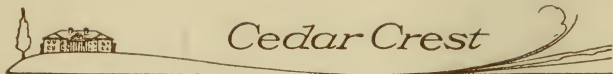
The Cedar Crest spirit means to the student "What we do, we do well." It means such devotion to the college that the difficult is joyfully undertaken and accomplished. Whatever the task confronting the student or the college, if its accomplishment is for the best interests of the Alma Mater, it arouses in the loyal daughter the fighting spirit to "put it across." The slogan, "We specialize in the impossible," or the 1923 class motto, "It can't be done—here it is," indicates something of the nature of Cedar Crest spirit.

ENTRANCE REQUIREMENTS

1. Satisfactory references concerning the student's character, her standing in the community, and her educational equipment.

2. A four-year college preparatory or high school course, or its equivalent in entrance credits.

NOTE.—Any individual irregularities in the student's preparation are judged on the merits of the particular case, as evidenced by her former school report.



An application blank for admission will be furnished upon request.

HOW TO REACH CEDAR CREST

Students from northern Pennsylvania and western New York state find the best train service over the Lehigh Valley from Buffalo and Wilkes-Barre, or on the Pittsburgh-Easton Express via the Pennsylvania Railroad, through Johnstown, Williamsport, and Sunbury.

From Ohio and the West good connections are made either at Buffalo for the Lehigh Valley expresses, or at Harrisburg for the Philadelphia & Reading trains which come via Reading to Allentown without change. This same Philadelphia & Reading service brings the students from western, central, and southern Pennsylvania.

From Philadelphia, southern New Jersey, and the South, students come on the Lehigh Valley trains, which leave the Reading Terminal in Philadelphia. For the student traveling without baggage, the Liberty Bell Route offers through electric service from the 69th Street Elevated Station in Philadelphia.

From New York City and the East, fine express service is provided by both the Lehigh Valley and the Central Railroad of New Jersey. The Lehigh Valley express trains leave the Pennsylvania Terminal in New York.

GREETING THE NEW STUDENT

The new student should inform the college in advance of the time of her arrival. Groups of upper-class girls meet all trains, greet the incoming students, and escort them to the college. The college colors, gold and white, help to identify and introduce the college students.



SELECTION AND ASSIGNMENT OF ROOMS

Early in the spring, each student in college is given an opportunity to make arrangements for her roommate for the coming year and to select her room. After a given date, all rooms not taken are open for assignment to the new students. In case the entering student has no particular choice of room or roommate, she is assigned the most desirable room available at the time her application is received and accepted. The special wishes of parents and students with respect to the rooms and roommates are always regarded as far as possible.

WHAT A GIRL MUST BRING

The study of each suite is furnished with a double library table for study, rocking-chairs, and study chairs—all of natural oak. Each bedroom contains a large clothes-closet, a three-quarter bed, a dresser, and two chairs of light gum wood. All windows are hung with light marquiesette curtains. The hardwood floors are of red oak.

Each girl must furnish all of the bedding needed. This should include at least three sheets about 72 by 90 inches, three pillow cases, 22 by 32 inches, a counterpane or a couch-cover, two pairs of blankets, and a comfortable or quilt for the bed. She must also bring towels, six napkins, a napkin ring, and a small rug, approximately 3 by 6 feet, for her bedroom. The draperies should not be purchased until the student arrives and plans with her roommate the details of the color-scheme. Each article should be marked distinctly with a woven label of the student's full name.

For gymnasium, a uniform consisting of black bloomers, white middy, black tie, and white sneakers is required.



LAUNDRY

All room laundry is done by the college without charge. Personal laundry is done for the year for a reasonable extra charge.

RATES

FOR RESIDENT STUDENTS:

Annual tuition \$550

This charge pays for room, heat, light, board, room laundry, and classroom instruction.

FOR DAY STUDENTS:

Annual tuition for the Secretarial Course. \$200

Annual tuition for other college courses. \$150

Any additional private work will be charged as an extra. An extra laboratory fee of \$5 a semester will be charged for each laboratory course.

In the Piano, Voice, Expression, and Art Departments, *no* extra charge is made for the two private, half-hour lessons a week which are given as a part of the regular work. When private lessons are given *in addition to* the regular course, the extra charge is \$2 an hour.

Books are extra and become the property of the student.

No reduction is made except in case of protracted illness, when the institution will refund the amount of the board for the time the student is absent.

All tuition is payable, three-fifths at the opening of college in September, and two-fifths on February 1.

The Academic
Courses

“Wisdom does not show itself so much in precept as in life—in a firmness of mind and mastery of appetite. It teaches us to do, as well as to talk; and to make our actions and words all of a color.”

—SENECA

The Faculty

THE REV. WILLIAM F. CURTIS *President*
A.B., Franklin and Marshall; Litt.D., Muhlenberg

WAYNE E. DAVIS *Director of Secretarial Science,
Business Methods*
A. B., Bates; A.M., Brown University; Graduate
Student at New York University

LILIAN M. GHERST *Household Arts*
B. S., Teachers' College, Columbia; M.Pd., Millersville
Normal

HARRIETT A. HILL *Art and the History of Art*
Blairsville, Pupil of Van Lear

SARA S. GABRIEL *Expression*
Allentown; Williams School of Expression, and Neff
College of Oratory

ELIZABETH CRAIG COBB . *Piano and Theory of Music*
Bell and Brookfield Schools of Music; Pupil of Mrs. Greene

KATHERINE E. LAROS *Modern Language*
A. B., Ursinus; M.A., Columbia University

HENRIETTA EICHER *Dean, Model School*

FLORA STUART *English*
B. S., Teachers' College, Columbia; Graduate Student
at Columbia

BRITOMARTE SOMERS *Science*
B. S., Middlebury

MARGARET TRUITT COOK *Latin and Spanish*
A. B., Delaware



THE FACULTY, continued

ANNA H. MATHIS *Mathematics and Education*
B. S., University of Pennsylvania

RUTH ANNA LEAMAN *History*
Ph.B., Dickinson College, Graduate Student at Lehigh

* _____ *Voice*

ETHEL M. LORD *Secretarial Technique*
Success School of Shorthand; Graduate Student at
Columbia University

ANNA M. LEWIS *Physical Education*
Allentown; Sargent School of Physical Education

EMILIE J. FOUST *Needlework*
B. L., Allentown

MARY KATHERINE THOMAS *Piano*
A. B., B. M., Wesleyan, Ga.

MARION S. CHRISTMAN *Piano*
Allentown

The special lecturers in the Secretarial Science Department are
named on pages 87 and 88.

*Temporarily vacant.

The Academic Courses

DEGREES

The Board of Trustees will confer the Bachelor of Arts and the Bachelor of Science degrees upon all candidates recommended by the Faculty, provided they have completed at least 124 semester hours of credit. Certain subjects are definitely prescribed as indicated below:

THE BACHELOR OF ARTS DEGREE

SUMMARY OF REQUIREMENTS

NOTE.—In choosing electives each student's curriculum must contain one major subject of at least twenty-four hours and a minor of twelve hours in one or more allied subjects.

REQUIRED SUBJECTS

	Credits Hours		Credits Hours
English	18	History	6
Modern Language	12	Philosophy and Psychology	6
Mathematics, a Fine Art, or		Physical Education	4
Latin	6	Expression, Course I	6
Science	12	*Electives	50
Bible	4		

NOTE.—The following schedule is suggested, but is not absolutely required. It is supposed to guide the student in planning her course.

FIRST YEAR	Credits Hours	SECOND YEAR	Credits Hours
English, Course I	6	English, Course II	6
Modern Language	6	Modern Language	6
Physical Education	2	Chemistry, or Biology, or	
Chemistry or Biology	6	Physics	6
Two from the following:		Expression	6
History	12	Physical Education	2
Latin		*Electives (whenever pre-	
Mathematics		requisites have been met)	6
A Fine Art			



THIRD YEAR	Credits Hours	FOURTH YEAR	Credits Hours
English	6	*Electives	30
Bible	4		
Philosophy and Psychology	3		
*Electives	11		
History of Art	6		

THE BACHELOR OF SCIENCE DEGREE

REQUIRED SUBJECTS

	Credits Hours		Credits Hours
English	12	History	6
Mathematics	6	Bible	4
Modern Language	12	Physical Education	4
Philosophy and Psychology	6	Science	24
Economics	4	*Electives	46

NOTE.—The following schedule is suggested, but is not absolutely required. It is supposed to guide the student in planning her course.

FIRST YEAR	Credits Hours	THIRD YEAR	Credits Hours
English, Course I	6	Chemistry or Biology	6
Mathematics	6	Bible	4
Modern Language	6	Philosophy	6
History	6	*Electives	8
Chemistry or Biology	6	History of Art	6
Physical Education	2		

SECOND YEAR		FOURTH YEAR	
English, Course II	6	Science	6
Modern Language	6	*Electives	24
Chemistry or Biology	6		
*Electives (whenever pre-requisites have been met)	8		
Physical Education	2		
Economics	4		

NOTE.—In choosing electives each student's curriculum must contain one major subject of at least twenty-four hours and a minor of sixteen hours in one or more allied subjects.

*Electives may be chosen from the special departments: Secretarial Science, Household Arts, Music, Expression, and Art, when the recitation schedule permits, as well as from the academic courses.

All schedules must be approved by the schedule committee.

At the close of each year all students for the following year are expected to register with the schedule committee and indicate all courses they propose carrying the next year.

No elective course will be given unless at least three students register for it.

Not more than eighteen nor less than twelve recitation hours per week may be taken by any student throughout a semester without the recommendation of the schedule committee and the subsequent permission of the Faculty.

At the end of each semester, reports of the work will be sent to parents or guardians. Notice of failure is sent home monthly. In determining the final semester standing, the examination grades count one-third and the recitation grades two-thirds.

No change in a student's schedule may be made without the approval of the schedule committee.

No degrees will be granted until after at least one year of residential work.

BIBLE STUDY

The objects of the course are to trace the historical development of the religion of Christendom; to enable the student to become reasonably familiar with the splendid body of Biblical literature and to appreciate its more distinctive types; to offer an intelligent survey of the great social, political, and religious movements with which the Bible is concerned; to lead the student to find in Christ the Fountainhead of the Bible as a whole, and see in Him God's Son and man's Saviour; and to enable the mind to realize that the Christian



Church is God's chosen means through which He will establish His kingdom among men.

COURSE I. *The Bible as History.*—Historical development of the Hebrew people; direct reference to the social and political customs and the religious ideals of the Biblical nations; trace the unfolding of the religious life rather than acquire familiarity with a series of disconnected facts.

One year. Two hours. Four credits.

COURSE II. *The Bible as Literature.*—A literary study of the various types of literature in the Bible; special reference to the religious values of the prophecies, poems, dramas, and songs of the Old Testament.

One year. Two hours. Four credits.

COURSE III. *The Life of Christ.*—The harmony of the Gospels; the life, words and works studied chronologically.

One year. Two hours. Four credits.

COURSE IV. *Biblical History of the Church.*—The Book of the Acts; reference to the establishment of the Church under the dispensation of the Spirit of Christ; apostolic history.

One year. Two hours. Four credits.

EDUCATION

Modern society insists that the college woman be a teacher; not that she is always engaged in the active work of teaching as a profession, but that she has endless opportunities for being a real factor in shaping the character of her generation and the succeeding one. As citizen, as mother, she is the one to whom we look when we consider the subject of education.

In the present age, to understand intelligently our modern education and its problems, a scientific study of the field is indispensable. Our courses aim to develop in every student an intelligent and sympathetic understanding of our present educational institutions. The technical courses are primarily for students who are planning to enter the teaching profession, and aim to



equip them to meet intelligently the difficulties the profession offers to every beginner.

COURSE I. *Introduction to the Study of Education.*—Textbook, collateral readings, reports, and discussions. This course aims to introduce the student to the field of education, its history, its governing principles and its organization.

Required of all Juniors.

One year. Three hours. Six credits.

COURSE II. *Primary and Secondary Education.*—Lectures, collateral readings, reports, and frequent discussions. Observation and practice teaching under supervision in our Model School and Preparatory Department throughout the year.

Prerequisite—Course I.

One year. Three hours. Six credits.

ENGLISH

In all ages, college students, who represent, broadly, the driving force of the new generation, have felt the need of expressing the ideas which are beginning to stir in their minds. The present age is acknowledged to be a period of change, a time when life has intensified and new interpretations of old truths are being sought. At this time, then, as never before, the college student needs to be the master of a clear, forceful style which will enable her to give adequate expression to the "truth which is in her." The written work of the English Department is planned with this fact in view. The student's interest in the questions of the times, as well as her personal experience and reflections on life, are called on as the basis of original written work.

It is hardly necessary to stress the importance of having some knowledge of literature; the day has gone by when it was necessary to speak of the cultural value of such knowledge. The necessity of having at least an acquaintance with the common literary heritage of the world is granted. The general public is beginning to



realize that the ideas and ideals which form character are to be found in our greatest prose and poetry, and that those who would keep abreast of the times must not be ignorant of the best literature of the past and of the present.

COURSE I. *English Composition.*—Recitations, themes and consultations. This course presupposes preparation equivalent to high school work in composition. It is intended to teach correctness and clearness of expression through practice in writing. The classroom work will consist of the study of principles and the discussion of the themes written by the student.

Required of all freshmen.

One year. Three hours. Six credits.

COURSE II. *English Literature.*—Discussions, written and oral reports. This course deals with the historical development of English literature from "Beowulf" through the Victorian age.

Prerequisite—Course I; required of all sophomores.

One year. Three hours. Six credits.

COURSE III. (a) *Nineteenth Century Poetry.*—Lectures, discussions, and reports. This course traces the growth of romanticism in the works of Wordsworth, Coleridge, Byron, Shelley, and Keats. The poetry of the Victorian period is also studied, with especial stress on Browning and Tennyson.

One semester. Three hours. Three credits.

(b) *American Poetry.*—Discussions, lectures, written reports. This course traces the development of poetry in the United States, paying especial attention to the growth of national traits.

Prerequisite—Course I.

One semester. Three hours. Three credits.

COURSE IV. *The English Drama to the Death of Shakespeare.*—Discussions, lectures, and reports. This course traces the development of the English drama from the liturgical play, through the plays of Lyly, Green, Marlowe, to its culmination in Shakespeare. An intensive study is made of a number of Shakespeare's plays.

Prerequisite—Course I; open to sophomores.

One year. Three hours. Six credits.

COURSE V. *Modern European and American Drama.*—Lectures, discussions, oral and written reports. This course pays especial



attention to structure and to the study of ideas current in the drama from Ibsen to the present day.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE VI. *Classicism in English Poetry of the Seventeenth and Eighteenth Centuries.*—Lectures, discussions, and reports. This course traces the development of classicism from its rise in the seventeenth century through its culmination in the poetry of Pope.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE VII. *The English Lyric.*—A critical study of the lyric; history, form, and characteristics; selections from the masters.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE VIII. *English Fiction.*—A study of the contemporary novel; its form, history, and interpretation; references and reports; selected works to illustrate.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE IX. *Advanced Composition.*—For students who have credit for Course I. This course embraces the writing of special articles, of literary criticism, and of original work along various lines. The aim of the course will be to assist the student by criticism and advice to develop latent literary talent.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE X. *Methods of teaching English in the high school.*—This course consists of lectures and discussions on the teaching of literature and composition in the high school. The common problems of oral and written composition are taken up, as are also questions on the choice, interpretation, and presentation of literature. The course is intended for the prospective teacher and for this reason emphasis will be placed on the practical working out of problems.

HISTORY

The student who is seriously considering the challenge of modern society and is conscientiously endeavoring to prepare herself for an active place in such society,



will always find the unfolding of history interesting. The courses aim to develop a consciousness of the various forces which have operated in the development of the world. The primary purpose is to trace those historic forces throughout the history of the various nations. All courses are supplemented by extensive assigned readings and reports.

COURSE I. *United States History.*—This course aims to give the student an intelligent conception of the development and significance of United States history—a conception necessary to lay the foundation for effective citizenship. By means of special topics it aims to train the student in the handling of historic material.

Required of all candidates for the A. B. or B. S. degree who have not offered one entrance unit in Advanced American History gained in the senior year of the preparatory course.

One year. Three hours. Six credits.

COURSE II. *English Political History.*—This course aims to give a conception of the development of England and its connection with European history, and to be of help in the study of English literature. It aims also, as does Course I, to give training in the handling of historic material.

Required of all degree students who have not taken Course I.

One year. Three hours. Six credits.

COURSE III. *History of Europe from the Beginning of the Renaissance through the Eighteenth Century.*—A study of the intellectual, religious and social life of the Renaissance and Reformation and its fruitage in the development of Europe up to the nineteenth century. It extends the use and scope of special topics.

Prerequisite—Course II, or three preparatory units in history.

One year. Three hours. Six credits.

COURSE IV. *History of Europe in the Nineteenth Century.*—This course involves the study of the Napoleonic wars, the conflict of liberal and reactionary ideas following the wars, the formation of the present governments in France, Italy, and Germany, and the forces within the various countries of Europe which have led up to the Great War. It extends, as does Course III, the use of special topics.

Prerequisite—Course II, or two preparatory units in Ancient, Medieval, and Modern History.

One year. Three hours. Six credits.

COURSE V. *Studies in United States History*.—This is an advanced course, taking an intensive study of some period of United States history or a study of a few topics of underlying importance in the development of the United States.

Prerequisite—Two college courses in history.

One year. Three hours. Six credits.

COURSE VI. *Current History*.—This course involves a weekly study of current events with a view of obtaining a comprehension of their purport, historical antecedents, and their significance. It aims to bring the student in touch with the life of the modern world and to see therein history in the making.

Open to all students. This may be elected as many years as desired.

One year. One hour. Two credits.

COURSE VII. *History of Western Europe*.—This course aims to give a survey of the development of Europe from 800 to the present day—as a general background to be of help in other college courses. It is given primarily for special students in special departments, but can be taken as an elective by all students who have not had a preparatory course in the history of western Europe.

One year. Three hours. Six credits.

NOTE.—Courses I, II, and VII will not all be given in the same year.

LATIN

The courses are planned with the purpose of giving as broad an idea as possible of the field of Latin literature. The authors recommended for study are among the great masters who have left a definite contribution to literature in general, whose work has been accepted as a pattern for later literature, and whose subject matter serves to throw an interesting light upon the virile civilization of their day.

COURSE I. *Livy*.—Selections from Books I, XXI and XXII; his style as an historian; his vivid tales in the field of Roman folklore, and his account of a dramatic war.

Terence.—One play.



Horace.—Selected odes and epodes; his genial personality, his style and varied poetic forms; a study of the political, social and literary conditions of the Augustan Age.

Prerequisite—Four units of entrance Latin.

One year. Three hours. Six credits.

COURSE II. *Horace.*—Satires and epistles; continuation of the study of Horace, the man, and his age.

Prerequisite—Course I.

One semester. Three hours. Three credits.

COURSE III. *Lyric and Elegiac Poetry.*—History and development, selections from Catullus and the post-Augustan poets, Tibullus, Propertius, and Ovid.

Prerequisite—Course I.

One semester. Three hours. Three credits.

COURSE IV. *Roman Comedy.*—History, characteristics, and verse structure; at least three plays selected from Plautus and Terence will be read.

Prerequisite—Course I.

One semester. Two hours. Two credits.

COURSE V. *Roman Satire.*—History and method; selections from Horace, Persius, and Juvenal.

Prerequisite—Course IV.

One semester. Two hours. Two credits.

MATHEMATICS

The aim of this department of the college coincides with the purpose of education in general, namely, to bring forth and develop the natural tendencies and abilities, and to impart the knowledge necessary for an intelligent, efficient, and active life in our present civilization.

Our subject matter is so chosen as not only to have a disciplinary value, but also to develop an appreciation for the usefulness of mathematics in our everyday life. While a thorough study of mathematics is absolutely indispensable to professional men such as engineers and scientists, yet every well-educated person can well



Cedar Crest

afford to possess an acquaintance with the content and method of a subject which has played so prominent a part in human achievement.

COURSE I. *Introductory College Mathematics.*—The topics studied in this course are the simpler and more important parts of higher algebra, plane trigonometry, analytic geometry, and an introduction to calculus.

Prerequisite—Entrance algebra and plane geometry.

One year. Three hours. Six credits.

COURSE II. *Calculus.*—Both differential and integral.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE III. *History of Mathematics.*—Lectures and collateral reading. This course is designed to give a general view of the historical development of the elementary mathematics—arithmetic, algebra, synthetic and analytic geometry, trigonometry, and the differential and integral calculus—from the earliest times to the present. The aim is to show the science in evolution, tracing the causes that have led to its development and stagnation at various epochs.

Prerequisite—Course I.

One year. Two hours. Four credits.

COURSE IV. *The Teaching of Mathematics.*—This course treats of the modern method of teaching the elementary branches of mathematics. Modern experiments in the teaching of mathematics, and the measurement of progress in this subject by the use of standardized tests will be discussed.

Prerequisite—Course III.

One semester. Two hours. Four credits.

COURSE V. *Business Mathematics.*—Theory of investments used in the modern business world, interest, life insurance, annuities, bond values, amortization of debts, inheritance taxes, various forms of pension, etc.

Prerequisite—Entrance Mathematics.

One semester. Three hours. Three credits.

COURSE VI. *Statistics.*—Methods and principles of statistical work, handling of data, use of graphs in representing statistical relations, and general manipulation of such material.

Prerequisite—Course V.

One semester. Three hours. Three credits.



MODERN FOREIGN LANGUAGES

The courses in the modern foreign languages give the students the fundamental rules of grammar, a practical vocabulary, facility in the use of idiomatic forms, and the introduction to foreign life and customs. The vocabulary is built up thoughtwise through oral drill, and grammar is taught inductively. Experience has taught that this is the most natural way to introduce grammatical rules and the only way to make them real and interesting to the student. This method gives the student a sympathetic knowledge of the language and enables one to think, and to express oneself naturally and with ease in the foreign language. Though stress is laid in teaching the foreign languages as living languages, yet the practical, cultural, and disciplinary or formal values are all equally emphasized.

In this age, every educated person should understand, as never before, the positions occupied by the foreign nations in the civilized world. There is no better way to learn to appreciate the best that these civilizations have to offer us than by studying their language and their literature, whereby one's thoughts are expanded and deepened, and made more complete and rich.

For those reasons the oral or conversational work occupies such an important place in our modern foreign language courses. It creates, deepens, and holds interest in, and arouses enthusiasm for the language and the literature. Experience teaches that this also gives a firmer grasp of vocabulary and grammar.

The first years of the course are spent largely in the oral and written exercises, free composition and dictation, reading and interpretation of connected stories, whereby the student learns to use orally, practically everything within a restricted field.



We require all students who enter our course, after the first year or two, to be able to converse with ease in the foreign language with natural expression in grammatical and literary explanations.

FRENCH

COURSE I. French is taught without the use of English. Open to students who offer French credits for college entrance. Vocabulary building: objects, idioms, grammatical forms, and paradigms, thoughtwise. The vocabulary is common to daily life and new words are described with the help of words and expressions already known. By a series of questions and answers the teacher may be assured that the student has understood the meaning of each word or expression. Thus the student is led to think in French and with a practical vocabulary is made to feel that the new language is a living one; "one in which it is possible to play, joke, chat, laugh and sing." This is the surest step towards an intelligent enjoyment and appreciation of literature. *Grammaire: Cours Pratique de Français, par de Sauzé.* *Prononciation et diction.* *Explications de textes:* Reading of French prose and memorizing of songs and poems. Oral and written composition. Outside reading of assigned French prose, or plays with written reports.

One year. Three hours. Six credits.

COURSE II. Fraser and Squair's Grammar, Part 2, for reference. Thorough review on the most difficult grammatical forms, subjunctives, modal auxiliaries, and irregular verbs, largely through the reading. A text is used as a basis for connected oral drill on irregular verbs, and this system has the advantage of maintaining the student's interest, gives the ability to use the irregular forms and to acquire a thorough command of them. The drill makes the forms live and turns the abstract into the concrete. The reading course includes selected works of Daudet, Sand, Dumas, fils, Talbot (French life and customs), Verne, Loti, Halévy. Outside reading and written reports in French and in English.

Prerequisite—Course I or equivalent.

One year. Three hours. Six credits.

COURSE III. *History of the French Language and Literature.*—Outline of the origin and growth of the French language, traced through its various stages of transformation, its subdivisions into dialects, to the modern French from the accession of Francis I, 1515, to the present. The literary period, from middle ages to classical



period, the seventeenth century, as a lecture course, in French. Readings and written themes in French. Text: Duval's *Litterature Française*.

Prerequisites—Courses I and II.

One semester. Three hours. Three credits.

COURSE IV. *Litterature française*.—Seventeenth century, "Le classicisme," to the Romantic School. Lectures in French. Discussions and themes on the various epochs, selected readings of representative writers of the period.

Prerequisites—Courses I, II, and III.

One semester. Three hours. Three credits.

COURSE V. *Litterature française*.—Lectures in French from Romantic School to the present. Selected readings, discussions and themes in French.

Prerequisites—Courses I, II, and III.

One semester. Three hours. Three credits.

COURSE VI. *French Drama*.—Study of representative writers and selected dramas of Beaumarchais, Scribe, Corneille, Molière, Racine, Hugo, and Rostand. Readings, discussions, characterizations and written reports in French.

Prerequisites—Courses I and II.

One year. Three hours. Six credits.

COURSE VII. *French Fiction*.—Reading and discussions of one or more selected works of Hugo, Dumas, Balzac, Feuillet, Sand, Daudet. Study of lives of authors, themes on assigned topics and reports on outside reading.

Prerequisites—Courses I and II.

One year. Three hours. Six credits.

COURSE VIII. *Teachers' Course*.—Organization of methods and materials to teach French inductively. Suitable texts for "direct method" teaching are reviewed and discussed. Observation of teaching and practice teaching of French. Written reports on observation teaching, lesson plans and criticisms. Open to prospective teachers of French. Aids them to perfect their French pronunciation and conversational ability.

Prerequisites—Three courses of College French, I and II required.

One semester. Three hours. Three credits.



Cedar Crest

SPANISH

COURSE I. Stress is laid on accent, pronunciation, vocabulary, and the elements of grammar; conversation and composition; folk tales and fables genuinely Spanish, current descriptive articles on Latin America.

Open to all students.

One year. Three hours. Six credits.

COURSE II. Attention is given to both literary and practical ends. Representative plays and novels from the nineteenth century will be read throughout the entire year, special attention is given to Spanish correspondence to familiarize the students with idiomatic, conversational, and commercial terms.

Prerequisite—Course I, or its equivalent.

One year. Three hours. Six credits.

COURSE III. Advanced Spanish, with emphasis upon reading and composition, for commercial correspondence with Latin-American countries.

Prerequisite—Course II, or its equivalent.

One year. Three hours. Six credits.

GERMAN

COURSE I. German is taught without the use of English. Open to students who offer German credits for college entrance. Vocabulary building, common to daily life, through objects, grammar, idioms, paradigms, thoughtwise, through oral drill, making the forms live, and turning the abstract into the concrete. Free composition, oral and written, dictation, colloquial practice in the language of everyday life. The disciplinary and formal values are not lost sight of and the students write daily in the German. The oral work arouses interest and develops ease in expression. Grammar study and reading and interpretation of selected texts. Themes in German.

One year. Three hours. Six credits.

COURSE II. The reading of selected texts, with composition and review of difficult grammatical forms with special reference to current idiomatic German. Readings from classical prose and poetry. Memorizing of selected poems. Open to students deficient in grammar or to those who have not met full requirements.

One year. Three hours. Six credits.



COURSE III. *Introduction to the Classics.*—Reading of selected works of Lessing, Goethe, and Schiller, with a study of the lives of the authors. Themes and discussions on assigned topics.

Prerequisite—Course I or II.

One year. Three hours. Six credits.

COURSE IV. *General History of the German Language and Literature.*—From the earliest times to the Reformation. Lectures, themes, and readings from Thomas' Anthology of German Literature.

Prerequisites—Courses I and III, or II and III.

One semester. Three hours. Three credits.

COURSE V. *German Literature from the Reformation to the Romantic School.*—Lectures introducing the student to the more important writers. The aim is to give a clear, though a very general idea of the nature of the epochs and the development of literary forms. Themes and readings from Part II of Thomas' Anthology of German Literature.

Prerequisites—Courses I and III, or II and III.

One semester. Three hours. Three credits.

COURSE VI. *German Literature in the Nineteenth Century.*—German Romanticism. The student is introduced to the more important writings and writers of the Romantic School. The lectures give a very general idea of the writers of the various groups. Selected readings and written themes in German. Text: German Romanticism, Porterfield.

Prerequisites—Courses I, III, and V.

One semester. Three hours. Three credits.

COURSE VII. *The German Drama.*—Lectures on the history and development of the German drama and the reading of the dramatic works of Lessing, Goethe, and Schiller. Reports and essays on assigned topics.

Prerequisites—Courses I and III, or II and III.

One semester. Three hours. Three credits.

COURSE VIII. *Goethe's Faust.*—A literary study of Faust. Interpretation. Papers and discussions.

Prerequisites—Courses I, III and IV, or II and IV.

One semester. Three hours. Three credits.

PHILOSOPHY

COURSE I. *History of Philosophy.*—The development of Greek philosophy, with study of translations of important texts, including selections from Plato, Aristotle, etc. A brief survey of early Christian,



medieval, and modern philosophy. A lecture-course with class discussions, and reports on assigned readings.

Open to Juniors.

One semester. Three hours. Three credits.

COURSE II. *Ethics*.—

(a) *A Study of the Psychological Basis of Conduct*.—Attention is given to the social as well as individual ethics. Textbook, lectures.

(b) *Evidences of Christianity*.—The sources and content of our knowledge of the leading items of Christian truth are studied. Textbook, lectures.

Open to Seniors.

One semester. Two hours. Two credits.

COURSE III. *Æsthetics*.—To reveal the qualities essential to excellence in the higher arts; to see such qualities in the fine arts and to cultivate an intelligent appreciation of the same, analysis of the methods of art composition; textbook, lectures, class discussions, illustrations and collateral reading with reports.

Open to all students.

One semester. Two hours. Two credits.

PHYSICAL EDUCATION

Each student is required to carry the course in physical education assigned to her by the Physical Instructor, both in gymnastic and outdoor work. When a student is physically disqualified, and that fact is attested to by a reputable physician's certificate, she will be excused by the Director.

The work in the gymnasium consists of drills, military tactics, folk dancing, and indoor games suitable for girls. The outdoor work consists of tennis, basketball, soccer, hikes, and group, or inter-class contests.

Required of all students.

Each year. Two hours. Two credits.

NOTE.—Only four credits may count toward a degree.



PSYCHOLOGY

Psychology deals principally with the study of mental life, thoughts, and feelings, and the laws and principles that govern thinking and feeling. The guiding principle in the selection and organization of our material is to give our students the knowledge and insight to fit them to study human nature—to make them intelligent young women. Our aim is to lead the students to the realization that life is not due to chance, but that for everything in mental life there is a reason, and that what we are depends on what we have been. In all our courses, therefore, the application of the laws and principles of psychology to the interpretation of human behavior is emphasized.

COURSE I. *Introductory Psychology.*—Lectures, textbook, and extensive collateral readings. This course aims to introduce the student into the field of psychology by acquainting her with the history of the science and with those principles which have a direct bearing on human behavior.

Required of all Juniors in college.

One semester. Three hours. Three credits.

COURSE II. *Experimental Psychology.*—Four hours' laboratory work per week; one hour's lecture.

Prerequisite—Course I.

One semester. Five hours. Three credits.

COURSE III. *Psychology of Childhood and Adolescence.*—Lectures, textbook, and collateral reading.

Prerequisite—Course I.

One semester. Two hours. Two credits.

COURSE IV. *Educational Psychology.*—Lectures, textbook, and collateral reading.

Prerequisite—Course I.

One semester. Two hours. Two credits.



SCIENCE

The educated woman, today, has an intelligent interest in the scientific interpretation of the phenomena that are manifested around her. Just as she wishes to appreciate the beautiful in music and literature, or to follow with understanding the development of political and social movements, so she wishes to be able to view, with a trained mind, the modern developments and applications of science.

A study of science, moreover, trains a girl in habits of accurate observation, keen analysis, logical interpretation, precision, and order.

The student who wishes to follow a vocation which requires scientific preparation, finds in the courses at Cedar Crest a sound basis for university specialization.

Two years of scientific study are required in the course leading to the A.B. degree, and four years in the course leading to the B.S. degree.

BIOLOGY

COURSE I. *General Biology.*—A general survey of the field of biology, including plants and animals and their relations to each other, together with the study of evolution, variation, and heredity.

Laboratory fee, \$5 per semester.

One year. Two hours and one laboratory period. Six credits.

COURSE II. *Botany.*—A study of the four large groups of the plant kingdom. Field trips to collect material and laboratory work in classification and study of structure.

Laboratory fee, \$5 per semester.

Prerequisite—Course I.

One year. One hour and two laboratory periods. Six credits.

COURSE III. *Zoölogy.*—A study of representative forms of the different groups of animals and the evolution of the animal kingdom. Laboratory work in dissection and drawing of types.

Laboratory fee, \$5 per semester.

Prerequisite—Course I.

One year. One hour and two laboratory periods. Six credits.



COURSE IV. *Physiology and Hygiene*.—A study of the organization, functions, and care of the body.

Open to Juniors and Seniors.

Prerequisites—Physics and Chemistry, or their equivalent.
One year. Three hours. Six credits.

CHEMISTRY

COURSE I. *General Chemistry*.—A study of the fundamental facts, laws, and theories of chemical action and of the history, occurrence, preparation, and properties of common elements and compounds. The economic value of chemistry is realized by attendance at the meetings of the Lehigh Valley Section of the American Chemical Society and by visiting the laboratories and plants in the city.

Laboratory fee, \$5 per semester.

One year. Two hours and one laboratory period. Six credits.

COURSE II. *Qualitative Analysis*.—A study of the methods of separating and identifying the common metals and acids.

Laboratory fee, \$5 per semester.

Prerequisite—Course I or its equivalent.

One year. One hour and two laboratory periods. Six credits.

*COURSE III. *Quantitative Analysis*.—A study of the methods of determining the quantity of an element present in a given compound. Gravimetric and volumetric analyses.

Laboratory fee, \$5 per semester.

Prerequisite—Course II.

One year. One hour and three laboratory periods. Eight credits.

COURSE IV. *Industrial Chemistry*.—Lectures on the principal chemical industries, such as fuels, acids, coal-tar, dyes, etc., and study of the chemical reactions and apparatus used commercially.

Laboratory fee, \$2 per semester.

Prerequisite—Course II.

One semester. Three hours. Three credits.

*Courses not given in 1920-21.

COURSE V. *Descriptive Organic Chemistry*.—Lectures and recitations on the carbon compounds, methods of making these compounds, their properties and uses.

Laboratory fee, \$3 per semester.

Prerequisite—Course II.

One semester. Three hours. Three credits.

GEOLOGY

*COURSE I. *General Geology*.—A study of the structure, composition, and formation of rocks and the evolution of plant and animal life through the geologic ages.

One year. Three hours. Six credits.

PHYSICS

COURSE I. *General Physics*.—A study of the fundamental principles of mechanics, heat, sound, light, and electricity. Lectures, recitations, and laboratory work.

One year. Two hours and one laboratory period. Six credits.

*COURSE II. *Electricity and Magnetism*.—A more advanced study of the subjects than in Course I, with the addition of a consideration of radio-activity and wireless telegraphy and wireless telephony.

Prerequisite—Course I.

One semester. Three hours. Three credits.

COURSE III. *Astronomy*.—A study of the earth as an astronomical body; physical characteristics of the sun and moon; the use of the spectroscope; eclipses, planets, stars, comets, and nebulae.

Prerequisite—Course I, and Course I of Mathematics.

One semester. Three hours. Three credits.

*Courses not given in 1920-21.



SOCIAL SCIENCES

All lines of philanthropic and charitable work in modern society are demanding the services of intelligent and trained womanhood. Woman seems specially fitted, physically and temperamentally, to meet this demand, but up to the present time, in far too many cases, her zeal was not equaled by her training. Consequently, her attempts to be of real service have been unsatisfactory to herself and to humanity. We come to her rescue by offering courses intended to prepare womanhood for adequate and intelligent participation in the various forms of modern social work.

COURSE I. *Principles of Economics.*—The elements; introduction; textbook; collateral readings, reports, and discussions.

One year. Two hours. Four credits.

COURSE II. *Economic Problems.*—A study of production, distribution, and consumption; economic institutions; industrial, economic, and labor organizations; textbook and lectures.

Prerequisite—Course I.

One year. Two hours. Four credits.

COURSE III. *Sociology.*—Historic and introductory; basic principles of social organization and development; textbook and lectures with reports and discussions.

Prerequisite—Course II.

One semester. Two hours. Two credits.

COURSE IV. *Practical Sociology.*—A study and discussion of social problems; poverty, crime, and social therapeutics; investigations of local phases of society, papers, and discussions.

Prerequisite—Course III.

One semester. Two hours. Two credits.

The Department of
Household Arts

Household Arts Stand For:

The ideal home life for today unhampered by the traditions of the past.

The utilization of the resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

The Household Arts Department

We believe:

That home-making should be regarded as a profession.

That the home-maker should be as alert to make progress in her life-work as the business or professional man or woman.

That the most profitable, the most interesting study for women is the home, for in it center all the issues of life.

That the study of home problems may be made of no less cultural value than the study of art or literature, and of much more immediate value.

In support of our belief we offer the following courses in Household Arts leading to the degree of Bachelor of Science.

The courses are planned to train students to meet some of the problems which will confront them in the home and in the community, or to equip them to teach Household Arts.

Students majoring in Household Arts are required to take all of the courses.

The separate courses in the department are open for election to all students who are prepared for them.

Outline of Course for the Degree of Bachelor of Science in Household Arts

FIRST YEAR	Credits Hours	SECOND YEAR	Credits Hours
General Chemistry	6	Household Chemistry	6
Sewing and Textiles	6	English	6
Industrial Art	2	Biology (General)	6
English	6	Economics	4
Foods and Cookery	8	Public Speaking	2
Household Arts Education	4	Advanced Cookery	8
Physical Education	2	Applied Design	4



THIRD YEAR		Credits Hours	FOURTH YEAR		Credits Hours
Physiology		6	Dietetics		6
History		6	Household Economics		2
Home Architecture and Sanitation		6	Home Nursing		4
Home Decoration		6	Home and Community Hygiene		4
Dressmaking and Millinery		6	Applied Methods D. S. and D. A.		4
Psychology		6	Practice Teaching		4
Principles of Education		6	Electives		10
Electives		4			

HOUSEHOLD ARTS

COURSE I. *Sewing and Textiles.*—Commercial patterns and their use; use of sewing-machine and attachments; cutting and making simple, practical garments; textile fabrics and their appropriate use; primitive forms of textile industry as related to modern manufacture.

One year. One hour and two double laboratory hours.
Six credits.

COURSE II. *Dressmaking and Millinery.*—

(a) General principles of dressmaking, taking accurate measurements, adjusting patterns; practical work, waists, skirts, and dresses; study of color, line, and form adapted to individual; hygiene of clothing, clothing suitable for occasion; clothing budget for individual income.

(b) Stitches and material used in millinery; practice in designing ornaments and bows; making and trimming hats; special attention to color combination and style suited to individual.

One year. One hour and two double laboratory hours.
Six credits.

COURSE III. *Foods and Cookery.*—A study of the five food principles and their uses in the body; general principles of cookery and their application to the more common foods; neatness and accuracy in work are emphasized rather than the finished product.

One year. Two hours and two double laboratory hours.
Eight credits.

COURSE IV. *Advanced Cookery.*—Application of fundamental principles of cookery to more complicated dishes; construction and preparation of menus and costs; study and preparation of food for children and invalids; food industry; marketing.

One year. Two hours and two double laboratory hours.
Eight credits.



COURSE V. *Household Chemistry*.—Tests for food principles; detection of adulterants in food materials. Water for laundry, soap, bluing, starch, and their uses; chemistry of stain removal; purifying agents and their action; practical work in laundering.

One year. Two hours and two double laboratory hours.
Eight credits.

COURSE VI. *Home Architecture and Sanitation*.—Study of situation and surrounding of house; of house-plans suitable for different types of families; of best material for structure of house; study of use and care of equipment with particular reference to sanitary aspects; water supply; plumbing; heating; lighting and ventilation.

One semester. Three hours. Three credits.

COURSE VII. *Home Decoration*.—When, where, and how to decorate; color, form, and line and their relation to the decoration of the home; economic problems in furnishing and decoration; appropriate fabrics.

One semester. Three hours. Three credits.

COURSE VIII. *Household Economics*.—Fundamental principles of household finance; family; family income; household accounts; family budget; high prices and modern problems of living; household working equipment; system in the home; service in the home; laws which affect the family.

One semester. Two hours. Two credits.

COURSE IX. *Home Nursing*.—Home care of the sick, simple procedure of the sickroom, care of room, bed-making; training for action in emergency.

One semester. Two hours. Two credits.

COURSE X. *Home and Community Hygiene*.—A study of the practical application of hygienic measures, both in the home and in the community; transfer of disease; treatment and prevention of disease; health education.

One semester. Two hours. Two credits.

COURSE XI. *Nutrition and Dietetics*.—A study of the fundamental principles of nutrition; food values and methods of determining the energy requirements of individuals and groups; the application of the principles of nutrition to the feeding of individuals, groups, and



families under varying physiological, economic, and social conditions by making dietaries.

One year. Two hours and one double laboratory hour.
Six credits.

COURSE XII. *Household Arts Education.*—Development of home economics in response to the needs of the girl; the scope of home economics studies today; home economics in the schools of tomorrow; the responsibility of woman today; study of various bills relating to home economics movement.

One year. Two hours. Four credits.

COURSE XIII. *Applied Methods.*—The application of general methods to the lessons in household arts; making of lesson plans; planning courses of study; study of equipment.

One year. Two hours. Four credits.

COURSE XIV. Students obtain their practice teaching by assuming full responsibility for one class in either sewing or cooking under the supervision of the instructors.

The Department
of Expression

“Words are instruments of music: an ignorant man uses them for jargon; but when a master touches them they have unexpected life and soul.”

The Department of Expression

The end of a course in this department is a clear, accurate, and vital expression of one's own thoughts or the thoughts of another through the medium of the voice, the face, and the body. Expression is the high form of art which enables one to vitalize thought. The voice must be trained, grace of the body cultivated, and the soul taught to feel what the writer intended to convey. Obviously, many faults must be overcome: incorrect pronunciation, ignorance of social usage, wrong habits of breathing, and many other defects, of which the student may be unconscious, need to be carefully corrected. The primary purpose of the course is the awakening of the sense of artistic expression in the mind of the individual student. To that end the best in literature must be mastered and memorized; the theme of each respective part must be intelligently and accurately interpreted; the voice, the face, and the body must tell what the soul feels; one's sympathies must be broadened and deepened; the emotions must be quickened and directed; the imagination must be cultivated and exercised; and the girl must be trained to express the thoughts of her mind and the emotions of her soul in a clear, honest, and sympathetic voice.

Candidates for A. B. degree majoring in Expression will carry the theoretical work through their four years, in addition to two private lessons a week by the head of the department or one of her associates.

COURSES OFFERED

THE A.B. COURSE MAJORING IN EXPRESSION

It is the judgment of the department that four years should be devoted to the course in Expression which, when taken in conjunction with other college subjects, will lead to the A.B. degree. With



Cedar Crest

that end in view, the following schedule of studies is suggested; it is flexible, allowing for changes, and is only intended to guide the prospective student in the arranging of her schedule.

FIRST YEAR	Credits Hours	THIRD YEAR	Credits Hours
English	6	English, Course IV	6
Modern Language	6	Bible	4
Physical Education	2	Psychology	3
Chemistry or Biology	8	Appreciation of Art	3
History	6	Expression, Course V	2
Expression, Course I	6	Expression, Course VI	2
Private Work	2	Expression, Course VII	6
		Private Work	2
SECOND YEAR		FOURTH YEAR	
English	6	Expression, Course VIII	2
Modern Language	6	Expression, Course IX	4
Physical Education	2	Private Work	2
Chemistry or Biology	8	Electives	8
Expression, Course II	4	English, Course V	6
Expression, Course III	4	Industrial Arts	2
Expression, Course IV	4		
Private Work	2		

THE CERTIFICATE COURSE

The student who specializes in this department may complete the work in two years by carrying the following courses. Upon completion of the course, a certificate will be granted by the college.

FIRST YEAR	Credits Hours	SECOND YEAR	Credits Hours
English	6	English	6
Modern Language	6	Modern Language	6
Physical Education, Course I	2	Physical Education, Course II	2
Appreciation of Art	3	Psychology, Course I	3
Expression, Course I	6	Expression, Course V	2
Expression, Course II	4	Expression, Course VI	2
Expression, Course IV	4	Expression, Course VII	6
Private Work	2	Expression, Course VIII	2
		Industrial Arts, Course I	2
		Expression, Course IX	4
		Private Work	2

THE REPERTOIRE COURSE

A course in private lessons given to students who possess a special talent in expression which they desire to develop, but who do not have the time to devote to the regular course in Expression. The course covers only the practical work, two half-hour lessons being given each week. It includes characterization, interpretation, voice-training, and diction. In addition to the private work, the department strongly urges the student to carry as many of the theoretical courses in class-work as possible.

It requires two years—seventy-two weeks—to complete the work and leads to a certificate in the course.

THE PRACTICAL WORK

Throughout the entire course, the student is given at least two private lessons per week by the head of the department or one of her associates. The studies include work in characterization; tone-placing, purity, mellowness, range, and resonance of voice; the training of the memory and imagination; and the development of sincerity and naturalness of expression, both in speech and manner.

THE THEORETICAL COURSES

COURSE I. *Principles of Expression.*—A study of the basic laws which govern the art of expression; the development of the mental faculties; a study and exercise of vision, emotion, sensation, association, sequence, unity, perspective, and synthesis.

Prerequisite—Three units of entrance English.

One year. Three hours. Six credits.

COURSE II. *Poetic Interpretation.*—The application of the laws of expression to selected passages; to enable one to read a line with the spirit of the writer; passages selected from Shelley, Burns, Wordsworth, Kipling, Longfellow.

Prerequisite—Course I.

One year. Two hours. Four credits.



COURSE III. *The Voice*.—Its development, use, and control; enunciation; pronunciation; respiration; breath control; purity, placing, and projection of tone.

One year. Two hours. Four credits.

COURSE IV. *Pantomime*.—A series of studies definitely designed for the development of grace and carriage of the body.

One year. Two hours. Four credits.

COURSE V. *Character Studies*.—A study from life with a view to portray human nature in its various moods and types.

One year. One hour. Two credits.

COURSE VI. *Extemporaneous Speaking*.—The development of free thought and expression; to stand on one's feet and summon and marshal ideas germane to a definite subject.

One year. One hour. Two credits.

COURSE VII. *Literary Interpretation*.—The art of reading the writer's thought in the lines and imparting the same to the hearer; the philosophy and psychology of expression. Certain selections taken from the following groups of writers will be studied:

(a) *Poetic*—Browning, Tennyson, Masfield.

(b) *Prose*—Bible, Van Dyke, Dickens.

(c) *Plays*—Shakespeare, Dunsany, Thomas.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE VIII. *Adaptation of Selections*.—The building of a reading—the selecting of the material and the arranging of the same.

One year. One hour. Two credits.

COURSE IX. *Progressive Movements in the Arts of the Drama*.—A history of the theater from the Greek and Roman to the present day. Art theatre movement; architectural ideals; stage settings; light as an agent of reform; festivals and pageantry.

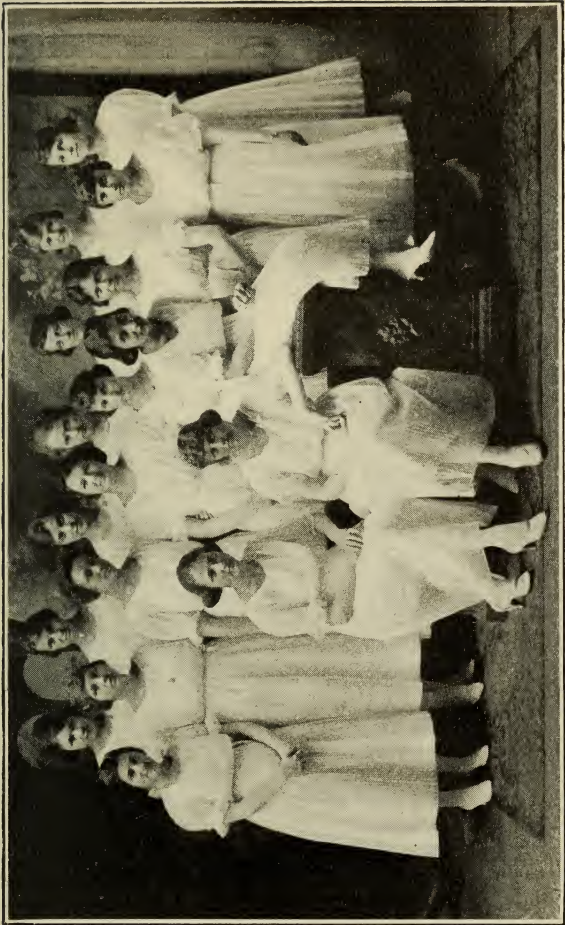
One year. Two hours. Four credits.

The Department
of Art

"One must approach the study of art with an open mind.

"The right attitude is, 'I want to know what is beautiful, that I may learn to enjoy it to the full.' My appreciation of art depends not alone upon my sensibilities; my intellect is involved. My appreciation therefore must be cultivated that I may grow in my power."

—HENRY TURNER BAILEY



MUSIC-DRAMATIC CLUB

The Art Department

The fundamental aim of the course in Art is to train the mind and hands to wield the pen and brush so as to give material expression to the sense of the beautiful which has been awakened in the heart. Accordingly, we cultivate the habit of seeing things as they are; we awaken and develop a sense of good proportion; and we open the heart and the eyes to feel and see the many beautiful things in life. The course not only enables one to copy pictures which may appeal to one, but gives opportunity for creative work. Though we do not profess to make artists out of our students—that being the definite work of art schools—nevertheless, original and constructive work is given considerable attention in the course. In so far as it is possible, the course is correlated with the student's work in the academic studies in order to unify and vitalize all of her work with a definite purpose. Thus her character is broadened and strengthened as the artistic ability is acquired.

THE COURSES OFFERED

NOTE.—A student who is a candidate for the A.B. or B.S. degree and wishes to carry Art as an elective, will be given credit for her work when she takes both practical and theoretical courses; however, only twelve credits in practical courses may be counted toward a degree.

THE COLLEGE COURSE

MINIMUM REQUIREMENTS

Practical Courses I-IV	20 Credits
Theoretical Courses I-III	12 Credits
Allied Academic Courses(pages 29 and 30)	92 Credits

THE CERTIFICATE COURSE

This course is planned for the student who does not have the time to carry the full course in Art and desires to work only in some particular field of Art. Special arrangements are made for such stu-



dents for work in black and white; color work, either water or oil; decorative work, using tapestry, textile fabrics, china; illustrating; cartooning and public school art. The course requires from two to four years, working an average of five hours a week.

THE THEORETICAL COURSES

COURSE I. *General History of Art.*—Rise and development of the major arts, architecture, sculpture, and painting; the problems of each; the laws underlying artistic effect; study and analysis of masterpieces.

One year. Three hours. Six credits.

COURSE II. *Early History of Painting.*—From antiquity through the Renaissance; the great masters—their lives, training and works; the dominant motive in the age and work of each; their influence on the development of art; textbook, lectures, and discussions.

Prerequisite—Course I.

One semester. Three hours. Three credits.

COURSE III. *History of Modern Painting.*—The seventeenth, eighteenth, and nineteenth centuries; a study of the masters and their work; the rise and development of the modern Romantic, Naturalist, Impressionist and Cubist Schools of Art; reference, reports, and discussions.

Prerequisite—Course II.

One semester. Three hours. Three credits.

COURSE IV. *The Graphic Arts.*—The masters and their work in line engraving, etching, dry-point, mezzotint, stipple, wood-cutting, printing, and modern book and magazine illustrations.

Open to all art students.

One semester. Three hours. Three credits.

COURSE V. *Appreciation of Art.*—Lectures, discussions, and criticisms; how to look at a picture or a piece of art; to see and to feel the beauty in a work of art and show it to others; to awaken the artistic in the heart.

One semester. Three hours. Three credits.

THE PRACTICAL COURSES

COURSE I. *Drawing in crayon and charcoal from objects, casts, and still life; composition of line; perspective; memory drawing; relation of light and shade.* All work throughout the course entirely free-hand.

One year. Six hours. Six credits.

COURSE II. *Time Drawing and Painting*.—Casts of ornamental form; features of the face and parts of the body, e. g., hands, arms, legs, feet, etc. Time drawing and painting in black and white and water-color; sketching from nature; special emphasis on perspective and proportion.

Class work—Appreciation of Art.

Prerequisite—Course I.

One year. Six hours. Six credits.

COURSE III. *Drawing from Life*.—Time sketching; painting in oil and water-color from still life. Life and nature: composition in landscape painting with colors. Readings from Reynolds, Van Dyke and others, tested by written and oral exercises.

Class work—History of Art.

Prerequisite—Course II.

One year. Six hours. Six credits.

COURSE IV. *Time Drawing from Nature*.—Drawing and painting from life; pictorial composition; art literature; art pedagogy; study of the facts and laws of artistic production.

Class work—Æsthetics.

Prerequisite—Course III.

One year. Six hours. Six credits.

VOCATIONAL COURSES

ILLUSTRATING AND CARTOONING

COURSE I. *The Elements and Practice*.—Students in this course will cover practically Course I of the regular course, varied with the use of pen and ink as a medium, and brush-work in India ink, special stress laid upon elementary composition and memory work.

Class work—Appreciation of Art.

One year. Six hours. Six credits.

COURSE II. Time work in color from flats, casts, and life. Illustrating from text and from life. Original work in pen and ink submitted once a week throughout the year; caricature emphasized. Readings—the masters; their lives and work; their influence on modern art.

Class work—History of Art.

One year. Six hours. Six credits.

TEACHERS' PUBLIC SCHOOL COURSES

COURSE I. *Practical Work in Art*.—Drawing and other practical work to illustrate the principles of delineation of color and chiaroscuro; mechanical drawing. History of Art.

One year. Six hours. Six credits.



COURSE II. *Free-Hand and Perspective Drawing.*—Drawing from models, general outline and correct proportion; simplicity of illustration; flat shadows; cast of ornamental forms and still-life objects Theory of criticism.

One year. Six hours. Six credits.

COURSE III. *Clay Modeling.*—Study of form as applied to other branches of art. Application of beauty to purposes of utility; practice work; consideration of place of subject in school work. Philosophy of the beautiful.

One year. Six hours. Six credits.

COURSE IV. *Method of Teaching Drawing and Color Work.*—Study of form and shape as to fact and appearance. Outline drawing on paper to express these ideas—color and color expression; consideration of work in light and shade; perspective; sketching from models and dictation. Art appreciation.

One year. Six hours. Six credits.

INDUSTRIAL ARTS

COURSE I. *Arts Designs.*—A study of the principles of design—the line, spacing, symmetry and rhythm; the theory and practical use of colors and their harmony. The application of the above studies in decorating small useful articles and simple home furnishings.

One semester. Four hours. Two credits.

COURSE II. *Commercial Arts.*—A study of the Roman alphabet in its classic and commercial form leading into definite modification for modern uses; titles and book covers are lettered, using both Roman and Gothic styles with special emphasis on the spacing and arranging of the same. Stencils are designed, cut and used in the development of the patterns.

One semester. Four hours. Two credits.

COURSE III. *Commercial Designing and Decorating.*—A study of the higher harmony of colors as found in the color schemes of textiles and Japanese prints; a study of leading potteries for suggestions in design and shape; letter types, conventional designs and floral forms suitable for china, linen, leather, and metal.

One year. Four hours. Four credits.

COURSE IV. *General Course in Manual Arts.*—An elementary course in handwork. It consists in the working out of problems in the simpler phases of paper-working, weaving, basketry, clay-modeling, leather and metal work. It is intended for all such as desire an elementary course in all phases of the manual arts.

One year. Two hours. Two credits.

The Department
of Music

"Music is a higher revelation than all wisdom and philosophy.

"A musician is also a poet: a pair of eyes more suddenly transport him, also, into a fairer world, where mighty spirits meet and play with him and give him weighty tasks to fulfill."

—BEETHOVEN

The Department of Music

Music is recognized today as one of the most important factors in our modern civilization. In the midst of our complex and materialistic age, music is constantly proving an impetus for constructive development and a powerful force for spiritual uplift.

The study of music as an art and a science develops in the student a well-balanced appreciation of the value of fine emotional feelings and intelligent thinking.

THE AIMS OF THE DEPARTMENT

The first aim of the department is to make a careful study of each student as an individual, and to help her to develop the essential qualities which are latent, as well as to realize her natural abilities.

No one method of instruction is followed, but a careful and well-planned system of study is adjusted to best meet the needs of each student.

The student who is planning to make music her profession is given every opportunity to prepare herself for her future career, while the student who only desires music as an aid to a broader education and a finer appreciation of the art is given equal attention.

The music department is in close touch with the other college departments, and aims to help the students to realize the necessity of general education and a broad culture for real and lasting worth in the field of music.

All students are graded according to their ability to do the work of a course, all previous training being given due credit.

SPECIAL STUDENTS

The department welcomes students who desire to specialize in music, and offers the advantages of private



lessons and class-work in Theory and the Appreciation of Music.

SPECIAL MUSICAL ADVANTAGES

The constant hearing of good music and fine artists is very essential to the ambitious student.

Allentown is situated five miles from Bethlehem where one of the greatest musical events of our country occurs yearly, namely "The Bach Festival." New York is only ninety miles away and Philadelphia is a distance of sixty-five miles. Allentown sustains a Symphony Orchestra, many choral organizations, and has a high standard of music in its many churches.

During the past year a number of artists have appeared in recitals in Allentown, among whom are the following: Sophie Braslau, contralto; Benno Moise-witsch, pianist; Jascha Heifetz, violinist; Anna Case, soprano.

THE PIANO

The department aims to assist students in their methods of practice and study to attain the technical proficiency necessary to artistic expression.

Good technical equipment consists of the following essentials—firmness of finger joints, finger dexterity, looseness of wrists, weight of arms, easy and quiet position at the keyboard, a proper understanding of the pedals and their uses, correct valuation of various touches, phrasing.

Special and careful consideration is given to the training of the ear, this being one of the most important and difficult points in the study of piano. Through the sensitive ear the student is able to produce fine tonal variety and to realize the many resources of the modern pianoforte.



The department desires to make piano study practical. To read music quickly at sight, as well as to play solos in an artistic manner, is one of the highest aims of the department.

PRIVATE PIANO LESSONS

COURSES OFFERED

COURSE I. Finger exercises, scales, arpeggios, wrist exercises, simple chords, techniques for individual development, studies selected from the following composers: Czerny, Heller, Mathews, Mason, Sartoris, Sonatinas Clementi, and Kullak. First study of Bach, Kunz Cannons, melody studies, selected solos.

COURSE II. Scales in thirds and sixths, arpeggios of the dominant and diminished sevenths, selected studies, Czerny, MacDowell Etudes, Bach Inventions, Haydn Sonatas, melody studies, selected solos from the classic, romantic, and modern schools.

COURSE III. Special techniques for individual development, Kullak Octave Studies, Bach Suites, easier Beethoven Sonatas, Mendelssohn Songs without Words, Chopin Waltzes and Polonaises, ensemble work, special study of hymn playing.

COURSE IV. Bach Fugues, Mozart Sonatas, Beethoven Sonatas, Chopin Etudes, Scherzos and Nocturnes, song accompaniments, concertos with second piano, hymn-playing for chapel, selected solos, special recitals.

CREDITS FOR PIANO STUDY

Two private lessons, one hour per week with practice required according to the discretion of the department—one year, two credits.

NOTE.—No credits will be given for private piano lessons unless the students carry at least two theoretical courses.

RECITALS

The department desires to make the recitals the natural outgrowth of regular study. Students' recitals are arranged according to the discretion of the department.

Each graduate student must appear in recitals alone or with students from the other special departments.



THEORETICAL DEPARTMENT

The study of theory has been the most neglected, the most impractically taught, the most uninteresting study to the average student.

Things are changing, musicians and teachers everywhere are now awake to the fact that it is as impractical to study piano or voice without also studying theory as to attempt to study a language without learning the rules of its grammar.

Therefore the department aims to make practical and interesting the study of the grammar of music.

THE THEORETICAL COURSES

COURSE I. *Musical Elements.*—Elements of music, notation, rhythms, scales, intervals, key signatures, major and minor chord formations, meaning of musical terms of expression.

Ear-training.—Simple melodies, intervals.

COURSE II. *Harmony.*—Harmonizing of basses and melodies, cadences, chord relationships, original melodies harmonized, simple poems set to music.

Ear-training.—Melodies and chords.

COURSE III. *Harmony.*—Chords of the seventh, suspension, modulations, original work, analysis of compositions of best composers, keyboard work.

Ear-training.—Two-part harmony, chords.

COURSE IV. *Harmonic Analysis-Modulation.*—Advanced work in modern harmonic analysis, keyboard harmonization and modulation, original composition.

Ear-training.—Selected from the classics.

COURSE V. *Counterpoint.*—Study of counterpoint, fugue analysis, ear-training.

NOTE.—To meet the individual needs of the students the course is varied according to the discretion of the department.

Credits for Theory Work.

One year. Two hours. Four credits.



APPRECIATION OF MUSIC CLASSES

The real appreciation of the best music is one of the greatest needs of our modern times. In order to appreciate, one must understand music. This course is one of the most important courses offered in the whole college department, therefore this course is open to all college students.

It is both interesting and instructive, and the classes are always attended with keen interest.

COURSES OFFERED

COURSE I. *The Early History of Music—The Classical Composers.*—History of music, from earliest ages to Bach. Study of life and works of Bach, Handel, Haydn, Mozart, Beethoven. Study of current musical events. The development of the modern orchestra. Compositions illustrating the subject of each lesson played and sung by students.

One year. One hour. Two credits.

COURSE II. *Modern Music.*—The romantic and modern composers. The oratorio and opera. Current events. Debates.

One year. One hour. Two credits.

NORMAL TRAINING COURSE FOR MUSIC TEACHERS

Many of the students going out from the college will desire to make the teaching of music their profession; others will perhaps have the opportunity to do some teaching.

In order that the students be well prepared to teach intelligently, the department offers a course in normal training.

Students must take this course to attain graduation.

A teacher's certificate is given in addition to the diploma in music.

One year. One hour. Two credits.

DEGREE WORK WITH MAJOR IN MUSIC

A degree in music will be given students who have completed satisfactorily the required work, which includes private lessons in piano (one hour per week, four years), theory (two hours per week, four years), appreciation of music (one hour per week, two years), Teachers' Certificate Course (one hour per week, one year) and the required college work to attain a college degree.



SPECIAL STUDENTS' CERTIFICATE COURSE

Special music students taking a two-year course including piano (one hour per week, two years), theory (two hours per week, two years), appreciation of music (one hour per week, two years), are candidates for a certificate in music.

SPECIAL STUDENTS

Students desiring to study piano with or without the study of theory may do so. Every effort is made to give this class of students the benefit of the best efforts of the department.

While no diploma or certificate is granted such students, the department wishes to extend a welcome hand to those students who have only a limited amount of time to devote to the study of music.

THE VOICE

The aim of our vocal department is to give a broad, comprehensive knowledge of the art of singing, not only as a means of interpretation, but to enable the student to understand and appreciate more fully the works of the great masters when given either by herself or others.

As an institution, not only are we interested in the girls who possess exceptional vocal faculties, but we are also anxious to help those who, feeling that they have no particular talent, still have a desire to sing, or at least to have a complete knowledge of voice production, that their talent may be discovered, fostered, or cultivated.

THE COURSES

NOTE.—The student who is a candidate for the A.B. or B.S. degree, and who desires to carry vocal music as an elective, will be given credit for her work under the following conditions:



Private Lessons.—Two half-hour lessons per week, one year. Two credits.

Theoretical Courses.—At least two must be carried during her course. See description of courses for the number of credits.

COLLEGE VOCAL COURSE

COURSE I. This course gives the student a general knowledge of music in all its phases—historic, analytic, and practical. It affords an opportunity for the student to specialize in her own particular line of vocal expression and at the same time carry college academic subjects so as to round out her work and stress its cultural value.

True cultivation of the voice consists of the development of pure tone and its easy, natural use and control in singing. The work divides itself into two parts: first, the technical, and, second, all that is implied in the broad term “interpretation.” We do not attempt to plan a definite course in the private work, but arrange the drills, exercises, and songs according to the quality, style, and needs of each individual voice. However, the following gives a general idea of the ground covered:

Exercises.—Correct use of breath, intonation, mixture and equalization of registers, roulades (legato and staccato), intervals with and without the portamento, diatonic and chromatic scales, a study of major and minor scales, arpeggios, turns, and trills in slow and rapid movements, accent, phrasing and enunciation.

Studies.—Vaccai, Randegger, Marchesi, Concone, Sieber, Lutgen, Abt, and others.

Songs.—Easy songs for the development of a legato style and clear pronunciation; songs from the representative modern composers, such as Sullivan, Cadman, Spross, Woodman, Rogers, Carpenter, Mrs. Beach, Mary Turner Salter, Homer, Debussy, Hue, DuParc, Faure, etc. Songs in German, Italian and French arias from standard operas and oratorios, and the study of one complete opera and oratorio.

SPECIAL VOCAL COURSES

To supply the needs of special students in the Vocal Department, the following different lines of work are suggested:

(a) When one possesses natural talent which would enable her to specialize in any particular form of vocal music, such as chorus work, quartette, choir, or concert



work. Foundation work in technical and interpretative phases of singing are emphasized. The work covers the songs and arias from the best standard and modern composers. Only such additional subjects as are essential to the development of the special talent are required.

(b) When one has no special talent as a performer, but desires to prepare oneself to teach vocal music, the opportunity is given for a thorough study of the vocal principles leading into a liberal musicianship. The ear is trained; the general principles of pedagogy and psychology are studied, and any other subjects which may be allied to this special field.

(c) The supervising of music in our public schools is receiving more and more attention. Trained teachers are in demand. All subjects included in this work are intended to prepare the teacher for such supervision in the grades and the high schools.

The time required to complete any of the above special lines of work cannot be stated definitely in years since it depends entirely upon the progress made by the student, and the time she can devote to the work. Upon the completion of any of the special lines of work a certificate will be granted.

THEORETICAL COURSES

COURSE I. *Supervisor of Public School Music.*—(a) Notation, terminology, organizing and conducting choruses and small orchestras and arrangement of programs.

One year. Two hours. Four credits.

COURSE II. *Supervision of Music.*—(b) Principles and methods of teaching in general and then applied to public school music in particular. Study of the child, voice, monotones, melody writing, etc.

One year. Two hours. Four credits.

For all other theoretical courses see the Piano Department.

The Department of
Secretarial Science

At Cedar Crest the Student in Secretarial Science Finds:

A *collegiate* course for high school graduates or those of equivalent education, leading to a certificate or a degree.

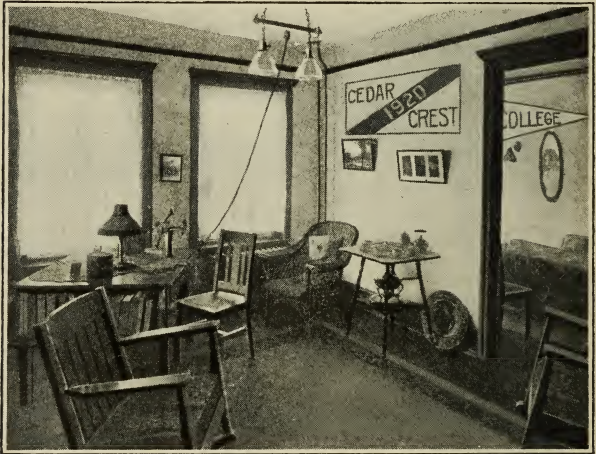
A location near the famous Allentown-Bethlehem industrial center, the entire business acumen of which is placed at the disposal of the Secretarial Science students—an opportunity to square theory with successful practice.

The blending of the broad liberal arts studies in a college of over fifty years' standing with the modern scientific, business training.

Congenial college life on a campus located in a pleasant, healthful suburb; musical and club activities, intimate contact with girls from other cities, wholesome Christian atmosphere.



A MODERN DORMITORY



A COZY SUITE

Secretarial Science

EACH year a larger proportion of alert young women, just finishing their preparatory course, feel a keen desire to play an important part in the big drama of business. They recall the activity of their sisters and mothers in the world of affairs during the world war. In nearly every paper and magazine they read of the successful business women—successful in the larger sense of occupying executive positions at or near the head of the concern.

On the other hand, even a cursory survey of the opportunities of women in business reveals that, although the office is crowded with clerks and stenographers, business executives are lamenting as never before the dearth of well-educated, thoroughly trained, capable women assistants. The recent phenomenal growth of business organizations and the great advance made in modern business methods have placed unusual responsibilities upon business executives. Every business man of prominence is endeavoring to surround himself with competent assistants. Such men are seeking young women who have had the benefit of a higher education as well as specialization in modern business methods and in secretarial duties.

The Secretarial Science Course at Cedar Crest offers the student the broad collegiate preparation that will enable her to realize her own ambition and fill acceptably the more responsible and more remunerative business positions.

CONTACT WITH WORLD MOVEMENT

The progressive twentieth century young woman is seeking an education that will at once bring her into contact with the big movements of modern civilization, as well as make her economically independent. She



realizes, too, that in many cases the married woman is not cut off entirely from participation in business. She is in a position, at least, to give her husband wise counsel on business matters. She wants to be prepared, moreover, to fill a responsible, agreeable position, whenever opportunity offers or occasion demands.

MANAGEMENT OF PERSONAL AFFAIRS

The Secretarial Science Course also gives the student a modern, liberal education and the knowledge of business affairs which enables her to manage wisely a personal estate. The need of such training for the many women who, sometime during their lives, are called upon to manage estates without the assistance of father, husband, or brother, is attested by thousand of trustees and executors who deplore the helplessness of the average woman under such trying conditions.

THE PRIVATE SECRETARY'S OPPORTUNITY

The modern demand for private secretaries opens to the young woman a remarkable opportunity for advancement in the business world. She is in a position to learn the business thoroughly and directly from her association with those at its head, without the delays and rebuffs that are unavoidable when one begins at the bottom. She is personally trained in the larger problems of the business by the head of the business himself. The experienced private secretary is, in a way, a business associate of her chief. She meets his callers; she answers many of his letters; she arranges his appointments; she keeps his personal files; she prepares material for his reports and addresses; she is often called upon to act for him in his absence. Many instances could be given to show that the able private secretary has an unusual opportunity to advance.



THE COIGN OF VANTAGE

"Here is the strong attraction of office work for the ambitious woman. Put a trained, intelligent, and ambitious woman in any kind of an office job . . . and she is in a position leading to executive work because all the executive work of the organization emanates from the office. The policies concerning manufacturing, sales, credits, and all departments are not determined in the factory or by the salesmen on the road, but by the executives in the office. The office is the clearing-house of information for the entire business. It is the coign of vantage from which the bird's-eye view of the whole business is obtained."

—GILBERT, in "The Ambitious Woman in Business."

THE EDUCATION NEEDED

Not only is the private secretary called upon to relieve her chief of the many details of the business—to be his "other self"—but she is often asked to advise in the larger questions of policy. Hence, the private secretary, besides having a knowledge of office routine, should have a sound, broad knowledge of business in general. Moreover, the fact that the private secretary is continually coming into contact with men and women in positions of responsibility, demands that the secretary should have a good general education, refinement and culture.

"Even from the standpoint of dollars and cents value alone it is more profitable to borrow money for a good preparatory education for business than to attempt economy by rushing through a cheap, quick business course. It is true that it will take a few years of work to repay the loan . . . but the girl with education forges ahead far more rapidly in compensation and responsi-



bility—not to speak of the greater satisfaction she gets out of work and out of life because of her education.”

—GILBERT, in “The Ambitious Woman in Business.”

EXPERT ADVICE

The experienced business men on the Board of Trustees at Cedar Crest realized that the college must develop a course in secretarial training along unique lines in order to offer this new type of business education for young women. They consulted many of the leading educators and business men and women of the country, who drew from their experience a wealth of information to guide the Director of Secretarial Science in the development of the course. A partial list of these advisers is given below:

SHERWIN CODY, Associate Editor of *Forbes' Magazine*, and Business Educator, New York City.

EDWARD J. KILDUFF, Associate Professor of Business English at New York University, and author of “The Private Secretary,” New York City.

MISS EUGENIA WALLACE, Employment Director of New York Y. W. C. A. and Vice-President of the National Federation of Business and Professional Women's Clubs, New York City.

T. LAWRENCE DAVIS, Dean of College of Secretarial Science of Boston University, Boston, Mass.

E. St. ELMO LEWIS, Advertising Manager of Burroughs Adding Machine Company, and author of books on business administration, New York City.

MRS. NINA B. PRICE, southern organizer for business and professional women of the National Business Women's Committee, New York City.

MISS IDA CLYDE CLARKE, Washington Editor of the *Pictorial Review*, Washington, D. C.

MISS FLORENCE KING, B.S., L.L.B., Attorney-at-Law, President of the National Woman's Association of Commerce, Chicago, Ill:



JOHN B. SWINNEY, President Retail Research Association, New York City.

BISHOP JOHN W. HAMILTON, Chancellor, the American University, Washington, D. C.

B. G. WHITMORE, Special Assistant in Employment Management, Federal Board of Vocational Education, Washington, D. C.

THOMAS B. STANLEY, Business Training Corporation, New York City.

C. W. D. COFFIN, American Book Company, New York City.

EDWARD D. JONES, Federal Agent for Employment Management, Federal Board of Vocational Education, Washington, D. C.

A TRINITY OF STUDIES

The studies offered in the course of Secretarial Science fall naturally into three groups. First, there is the group of studies leading to a broad college education. These are fundamental and without these the most thorough business training will not suffice.

Second, there is the group of studies which gives the student an understanding of the theory and practice of business as a whole. The average girl has so little opportunity, before actually starting her work in an office, of accumulating such information about the nature and process of business transactions that these scientific studies of business principles are of utmost importance.

Third, there is a group of subjects giving the student an expert's command of the technique of her profession. She must be proficient in shorthand, typewriting, business correspondence, indexing, filing, and office management, not that she is to occupy her time entirely with any one or all of these, but that she can use any of them in an emergency and that she can direct the work of others in these particular branches. Special



emphasis is placed upon the ethics of the secretarial profession and the qualities a student must develop in order to succeed as a private secretary.

COLLEGE LIFE FOR THE BUSINESS WOMAN

The Cedar Crest student in Secretarial Science enjoys all of the advantages that come from active participation in the clubs, athletics, and general recreational life of the college. The broadening of the viewpoint, the development of initiative, and the growth of personality, which result from these activities are of supreme value to the private secretary. Seldom does one find a college in a position to offer both the modern, scientific business education and the cultural influences of the campus life.

CONTACT WITH BUSINESS HOUSES

Cedar Crest is fortunate in its location near the Allentown-Bethlehem business district, with its teeming industries in steel, silk, cement, zinc, and allied products. The entire business acumen of this region has been placed at the disposal of the students of Secretarial Science. Every possible means has been taken to make the courses in business principles as practical as possible by constant contact with the business houses of the city. Frequent investigation tours by the students, singly and in groups, bring material from actual business operations to the class for discussion and use.

Forty prominent business men constitute a Board of Lecturers for a weekly lecture course. Each week some business man, selected not only because of his success, but also because of his ability to present his subject well, brings to the student, in an hour's address, the results of his experience along some particular line.



As week after week the whole gamut of the business office and factory is run by these lecturers, the students gather a wealth of business information available from no other source and gain the viewpoint of the type of men they are to assist in the business field.

LECTURERS ON BUSINESS SUBJECTS 1919-1920

(PARTIAL LIST)

SAMUEL W. TRAYLOR, Traylor Engineering & Manufacturing Co. and Cement Gun Company, etc., "The Young Woman in Business."

GEORGE W. AUBREY, Attorney-at-Law, Aubrey & Steckel, "Corporation Organization in Pennsylvania."

IRWIN M. HERING, Office Supervisor, L. F. Grammes & Sons, "Better Letters."

PERCY R. RUHE, Editor of the *Morning Call*, "Newspaper Editing."

HARRY J. LERCH, Mauser Mill Company, "Business Organization and Administration."

FREDERICK B. GERNERD, Attorney-at-Law, "Business Finance."

ROBERT E. HAAS, Haas-Berger Company, "Factory Efficiency."

A. DeLONG HENSINGER, Cost Accountant, "Some Problems of Cost Accounting."

EDWIN R. BUENZLE, Auditor, Hess Brothers, "Department Store Organization."

RAY S. BROWN, Brown & Koch, "Insurance Knowledge for the Private Secretary."

D. G. DERY, President, Dery Silk Company (Inc.), "Business Ethics for the Private Secretary."

WILLIAM E. GREENER, R. F. Dun & Company, "Credit Ratings."

ARNOLD R. LEWIS, President, F. Hersh Hardware Company, "Purchasing and the Purchasing Agent."



HON. C. O. HUNSICKER, Attorney-at-Law, ex-Mayor, "Legal Phases of Collections."

ELMER E. HEIMBACH, formerly salesman for Mills and Gibb, Importers, New York City, "Salesmanship and the Problems of Selling."

WILLIAM B. DELONG, President of the Tax Audit Company, Philadelphia, "Taxes."

ROSS K. BERGSTRESSER, Head Cataloguer, L. F. Grammes & Sons, "Advertising Copy."

JACOB W. GRIM, Treasurer, Allentown Trust Company, "Business Ethics."

LAWRENCE A. RUPP, Attorney-at-Law, ex-District Attorney, Democratic State Chairman, "Essentials in American Politics."

E. J. MAGEE, Finance Expert, Philadelphia, "Valuation of Commercial Paper."

HARRY A. GRAMMES, L. F. Grammes & Sons, "Secretarial Practice."

OWEN W. METZGER, partner, Wetherhold & Metzger, "Practical Advertising."

FRED L. SHANKWEILER, Advertising Manager H. Leh & Co., "Department Store Advertising."

MISS L. C. LACIER, Nurse and Welfare Worker Adelaide Silk Mills, "A Day's Work of the Welfare Worker."

FOUR-YEAR AND TWO-YEAR COURSES

Upon the completion of the four-year course, the degree of Bachelor of Secretarial Science is conferred by the trustees. The arrangement of the course, however, permits the student to take the subjects in the secretarial technique group during the first two years. The student who finds herself unable to devote four years to college work may receive a certificate in secretarial science upon the completion of two years' work. She is fitted to accept a good office position. For the most thorough business training, however, the four-year degree course is necessary.



Cedar Crest

PLACEMENT BUREAU

The department conducts a bureau to assist its graduates in securing desirable positions. The demand for well-trained secretaries so far exceeds the available supply that a pupil may enter the secretarial course with every assurance that an agreeable and remunerative position awaits her upon graduation.

ENTRANCE REQUIREMENTS

The conditions under which a student may enter Cedar Crest College are set forth on page 21. A student in the Secretarial Department, however, may offer for a part of her entrance credits actual experience in business.

Outline of the Course of Study Leading to the Degree of Bachelor of Secretarial Science

FIRST YEAR	Hours per week	Credits
Business Correspondence I	3	6
Economics of Business	2	4
Shorthand I	5	8
Typewriting I	6	6
Modern Language	3	6
Mastery of Speech	1	2
Current History	1	2
Physical Training	1	2
SECOND YEAR		
Commercial Law (First semester) . . .	3	3
Secretarial Practice (Second semester) . . .	3	3
Accounting I	3	6
Shorthand and Typewriting II	5	8
Modern Language	3	6
Personal Efficiency	1	2
Office Appliances and Practice	3	6
Current History	1	2
Physical Training	1	2

Whenever desired a certificate will be granted at the end of two years.



THIRD YEAR	Hours per week	Credits
Advanced Accounting II	3	6
Principles of Advertising	3	6
Advanced Shorthand III	3	6
Business Mathematics (First semester)	3	3
Statistics and Graphs (Second semester).	3	3
Advanced Correspondence II	3	6
Electives from Liberal Arts and Sciences	3	6
FOURTH YEAR		
Office Organization and Management	3	6
Business Finance	3	6
Marketing	3	6
Business Psychology	3	6
Electives from Liberal Arts and Sciences	3	6

NOTE.—A description of the subjects taken in the other departments of the college will be found in the parts of the catalogue devoted to those departments.

BUSINESS CORRESPONDENCE I. To enable the student to handle all kinds of business situations by correspondence. Study of business psychology, business methods, and correct forms of written expression. Consultation of principal authors of business correspondence. Free use of business magazines. Study of the four thousand letters in the collection of the department. Sixty practice problems taken from actual business, including routine, inquiry, adjustment, collection, and sales letters. Dictation to stenographer and dictaphone.

One year. Three hours. Six credits.

BUSINESS CORRESPONDENCE II. Advanced study of special forms of business letters, laying special emphasis upon sales letters and campaigns. Work of the correspondence supervisor.

One semester. Three hours. Three credits.

ECONOMICS OF BUSINESS. An introduction to business which takes the student through a brief but intensive study of the various phases: Corporate organization, management, labor efficiency, factory efficiency, cost accounting, buying, selling, advertising, trademarks, money and banking. Supplemented by frequent investigation trips to the city industries, interviews with business men, and addresses by lecturers upon special topics.

One year. Two hours. Four credits.



ACCOUNTING I. The financial statement as the aim of accounting, profit and loss statement, debit and credit, ledger work, books of original entry, business papers, notes, drafts, discounts, partnerships, controlling accounts, corporation, consignments, single entry. Special emphasis upon theory to give the secretarial student a thorough understanding of business finance as well as an ability to use and interpret the books of a firm.

One year. Three hours. Six credits.

ACCOUNTING II. A continuation of Accounting I. Covers principally the problems of corporation accounting, valuation, depreciation, etc.

One year. Three hours. Six credits.

COMMERCIAL LAW. Sources and forms of law, courts and concessions, the contract, principal and general sale of goods, negotiable paper, business association, law of property.

One semester. Three hours. Three credits.

SECRETARIAL PRACTICE. Profession of private secretary, relations with employer, relations with other employees, desk efficiency, telephone calls, appointments, meeting callers, handling mail, arranging work for the day. Special attention to the ethics of the profession, tact, responsibility, secrecy, loyalty, etc.

One semester. Three hours. Three credits.

OFFICE APPLIANCES AND PRACTICE. Practice in the use of the various pieces of modern office equipment. Knowledge of trade lists, directories, reference books and rating books. Routine of the efficient office.

One year. Three hours. Six credits.

PRINCIPLES OF ADVERTISING. Market analysis, copy writing, illustrations, layouts, and other details of practical advertising work.

One year. Three hours. Six credits.

OFFICE ORGANIZATION AND MANAGEMENT. Principles of office organization, location and layout, equipment, handling of mail, stenographic department, handling detailed purchases and stores, traffic department, credit and collection department, sales department, advertising department.

One year. Three hours. Six credits.



BUSINESS FINANCE. The corporation, owned capital, long- and short-term borrowed capital. Promoter, selling securities, underwriting, dividends, surplus, budgets, financial standards, insolvency and receivership.

One year. Three hours. Six credits.

MARKETING. A detailed study of the channels of distribution from the producer to consumer. Department stores, chain stores, direct mail selling.

One year. Three hours. Six credits.

BUSINESS PSYCHOLOGY. Psychology of buying, selling and advertising. Use of psychological tests for employment and promotion.

One year. Three hours. Six credits.

PERSONAL EFFICIENCY. Analysis, standardization, habit formation, use of various devices to increase the personal efficiency of the student and the business woman. Cultivation of qualities which increase executive ability.

One year. One hour. Two credits.

SHORTHAND I. Sounds and their shorthand representation, words, phrases, word signs and contractions. Thorough understanding of the fundamentals of shorthand. Easy dictation. Pitmanic system taught by the Success Method.

One year. Five hours. Eight credits.

SHORTHAND II. Dictation to increase vocabulary and speed. Transcribing of notes on the typewriter. Shorthand speed of 110 words a minute to be gained by the end of the year.

One year. Five hours. Eight credits.

SHORTHAND III. Advanced practice to secure greater speed and more extended vocabulary.

One year. Three hours. Six credits.

TYPEWRITING I. Touch system. Learning standard keyboard, practice for speed and accuracy. Tabulating, use of different forms of business papers, care of machine and ability to make simple repairs.

One year. Six hours. Six credits.

ORGANIZATIONS 1919-1920

STUDENT GOVERNMENT ASSOCIATION

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<i>Secretary</i>	ANNA OLWEILER
<i>Treasurer</i>	CHARLOTTE ULLMAN

GLEE CLUB

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YOUNG WOMEN'S CHRISTIAN ASSOCIATION

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Cedar Crest

ORGANIZATIONS 1919-1920, continued

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<i>Treasurer</i>	MARGARET LITTLE

HOUSEHOLD ARTS CLUB

<i>President</i>	FLORENCE GLICK
<i>Secretary</i>	PAULINE RUPP
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THE ANNUAL

<i>Editor-in-Chief</i>	CHARLOTTE ULLMAN
<i>Business Manager</i>	MAZIE LANDES
<i>Associated Editors</i>	EDNA BELLMAN
	MARGARET FAIRCHILD
	MELBA GOTTLÖB
	MARGARET LITTLE
	MARY ROUSH
	RUTH TOWSEN



BEQUESTS

The corporate name of the institution is "Allentown Female College." All bequests should use that name. The following forms are suggested:

FORM OF BEQUEST

"I give and bequeath to Allentown Female College the sum of _____ dollars, which is to be safely invested by it in good real estate security, and the interest whereof is to be applied from time to time to the uses and purposes of said corporation."

FORM OF DEVISE

"I give and devise unto Allentown Female College, and unto its successors and assigns forever, for the uses and purposes of said corporation, all that certain (here describe the real estate.)"

INDEX

	Page
Alumnæ Hall	13
Art, Department of	63
Athletic Association	19
Bachelor of Arts Degree	29
Bachelor of Secretarial Science Degree	89
Bachelor of Science Degree	30
Bible Study	31
Biology	47
Calendar	3
Campus	12
Chemistry	48
City Advantages	11
Dormitory Life	14
Dormitory, New	13
Dramatic Club	16
Education	32
English	33
Entrance Requirements	21, 89
Equipment	12
Expression, Department of	57
Faculty	27, 28
French	41
French Club	18
Geology	49
German	43
Glee Club	19
Health	15
History	36
Household Arts, Department of	51
How to Reach Cedar Crest	22
Latin	37
Latin Club	19
Lecturers on Business Subjects	87, 88
Library	14
Mathematics	38
Music Club	20
Music, Department of	69
Organizations	93, 94
Philosophy	44
Psychology	46
Physical Education	45
Physics	49
Rates	24
Recreation	15
Religious Life	20
Rooms, Selection of	23
Secretarial Science, Department of	79
Science	47
Social Life	15
Social Sciences	50
Spanish	43
Student Government	17
Suburban Site	10
Trustees, Board of	6, 7, 8
What a Girl Must Bring	23
Y. W. C. A.	17

REV. WILLIAM F. CURTIS, *President*
CEDAR CREST COLLEGE
ALLENTOWN, PA.

Dear Sir:

Please send me by return mail more detailed
information concerning the _____
Course.

You may also send me dormitory floor plans
showing rooms available for the year beginning
September, 192 _____

Yours respectfully,

Signature _____

Street _____

City and State _____

UNIVERSITY OF ILLINOIS-URBANA



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